



# Extending High Standards

John Hattie  
Visible Learning Laboratories  
University of Auckland

July, 2008

# Major Message

- The major message from my work with 240m students
  - 800+ meta-analyses
  - 50,000+ studies is ....

# CHALLENGE

- The major message from my work with 240m students, 800+ meta-analyses, 50,000+ studies is ....

Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge
Challenge	Challenge	Challenge	Challenge	Challenge

# Conceptions of teaching

Our conception of teaching should **not** be to find interesting, engaging activities to engage students in learning, but

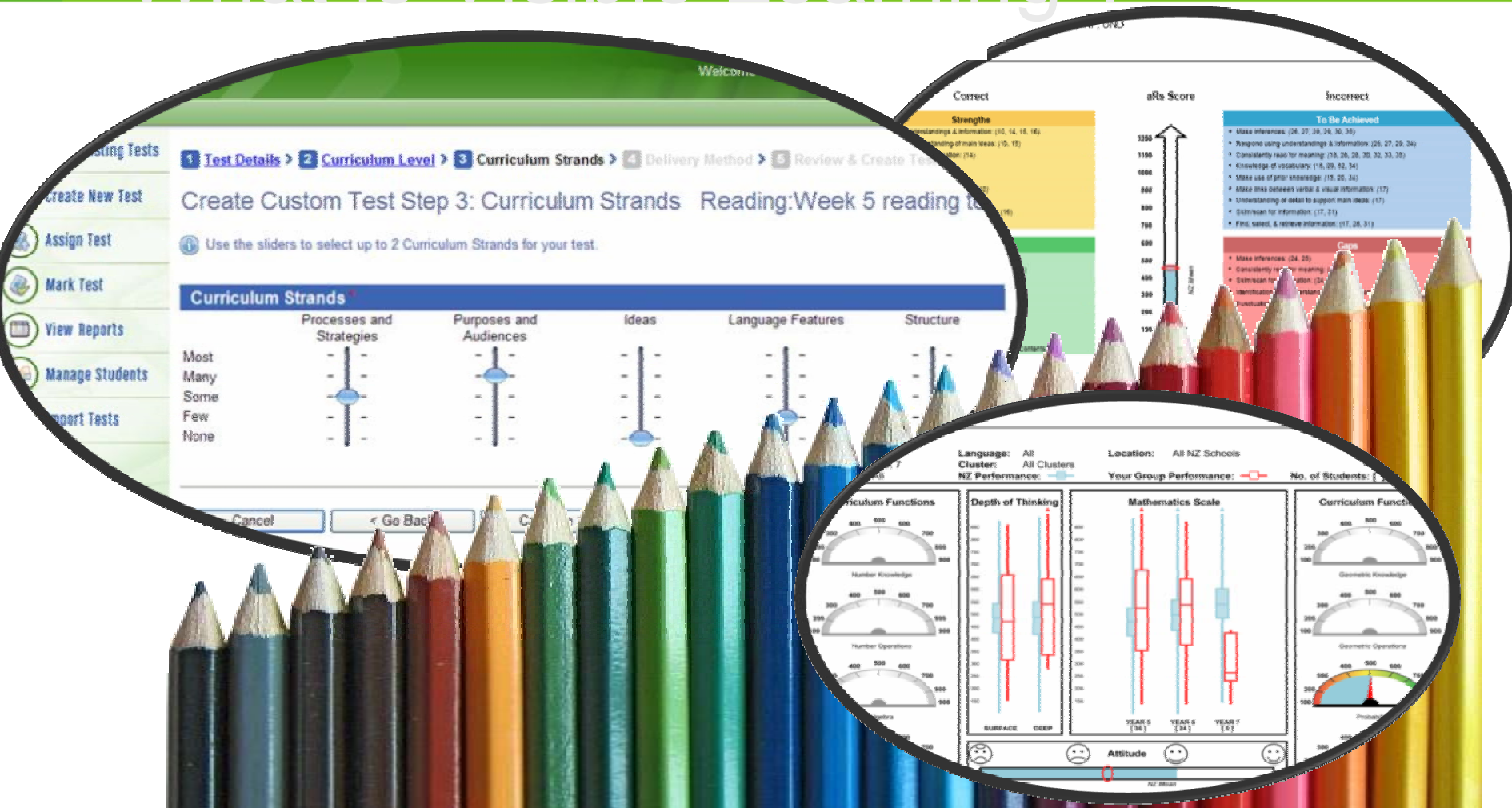


# Conceptions of teaching

Our conception of teaching should **not** be to find interesting, engaging activities to engage students in learning, but

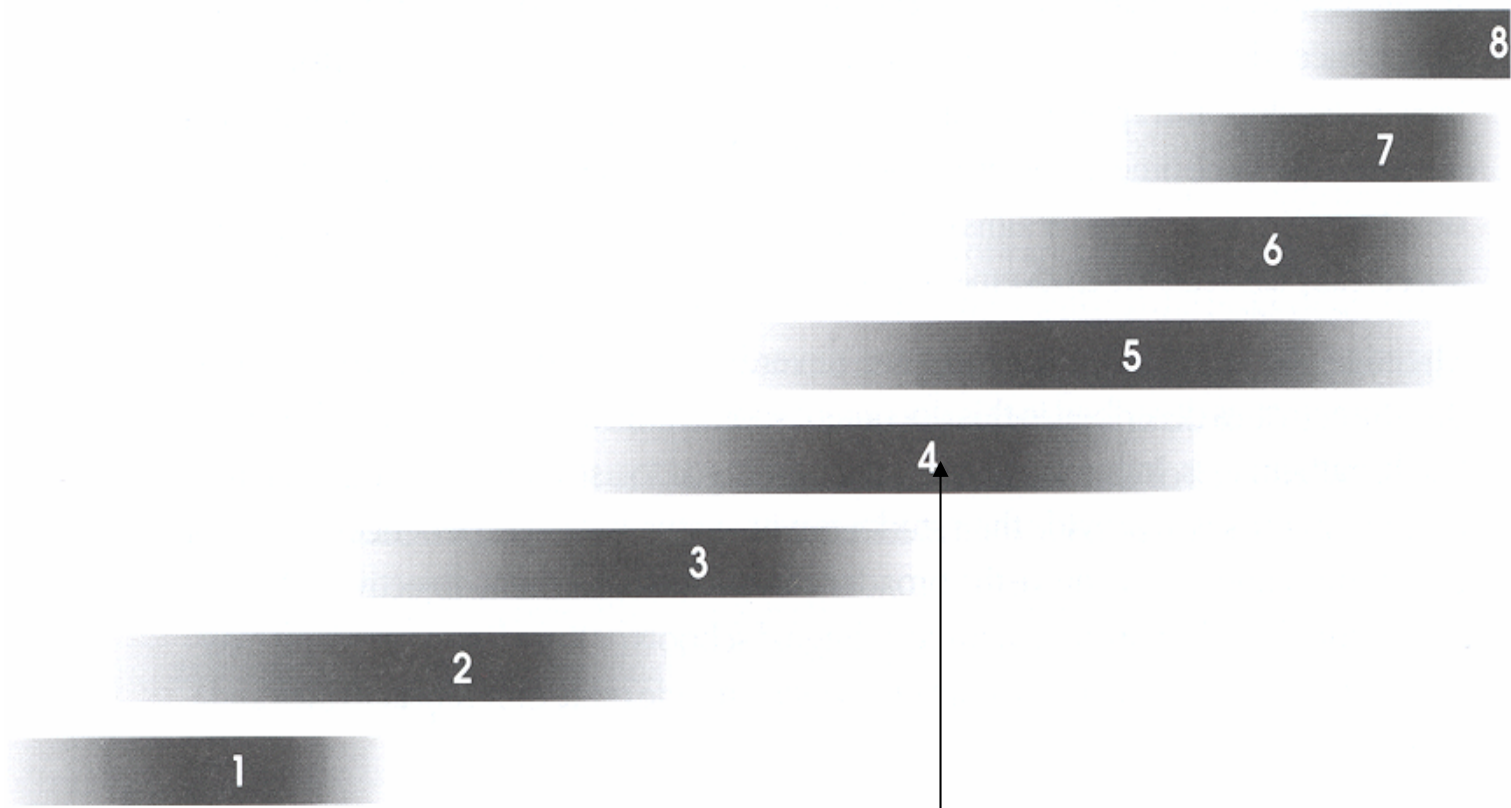
- *Our conception of teaching should to find appropriately challenging activities that engage students in progressing upwards ...*

# What is Visible Learning ?



A language for progression

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
----	----	----	----	----	----	----	----	----	-----	-----	-----	-----



J1	J2	J3	S2	S3	S4	F1	F2	F3	F4	F5	F6	F7
----	----	----	----	----	----	----	----	----	----	----	----	----

# From novice to expert

- From surface to deep
  - One idea
  - Many ideas
  - Relate these ideas
  - Extend these ideas
- From novice to expert
  - Stage 1: Novice
  - Stage 2: Advanced Beginner
  - Stage 3: Competent
  - Stage 4: Proficient
  - Stage 5: The Expert

# Procedural and Strategic thinking

- **Procedural** – more about the knowledge, routinized, skillful, automated (not mindless knowledge), number strategies
- **Strategic** – rethink through the problem to reflect, ponder, error detection
  - **Analogical thought** – how does the structure of this problem compare to a previous one – activates procedural understanding
  - **Anomaly** – how does this problem not fit

# So, progression

- Progressions include both
  - Status – where they are at and where to move upwards
  - Growth – are they growing sufficiently

**We need a common scale**

- And these either should be  $ES > .40$  – the HINGE point
- Effect-sizes

# Effect-sizes

A standardised method for reducing many possible differences onto a common scale.

**Simply**

$$\frac{\text{Mean}_{\text{post}} - \text{Mean}_{\text{pre}}}{\text{standard deviation}}$$

**Or**

$$\frac{\text{Mean}_{\text{treatment 1}} - \text{Mean}_{\text{treatment 2}}}{\text{standard deviation}}$$

# An example

What are the differences in levels of **WELL-BEING** among males and females, and between Teaching Methods 1 & 2



# An example

What are the differences in levels of **WELL-BEING** among males and females, and between Teaching Methods 1 & 2

What are the differences in levels of **numeracy** among males and females, and between Teaching Methods 1 & 2

# An example

What are the differences in levels of **WELL-BEING** among males and females, and between Teaching Methods 1 & 2

What are the differences in levels of **numeracy** among males and females, and between Teaching Methods 1 & 2

What are the differences in levels of **reading** among males and females, and between Teaching Methods 1 & 2

## Teaching #1

	Mn	sd	Effect-size Male- Female
Male	45.7	10.6	
<u>Female</u>	<u>46.2</u>	<u>10.6</u>	.??
Total	46.0	10.6	

## Teaching #2

			Male- Female
Male	53.6	7.5	
<u>Female</u>	<u>54.3</u>	<u>7.4</u>	.??
	54.0	7.5	

$$ES = (\text{Mean}_1 - \text{Mean}_2) / sd$$

Teaching Methods = .??

## Teaching #1

	Mn	sd	Effect-size
Male	45.7	10.6	Male-Female
<u>Female</u>	<u>46.2</u>	<u>10.6</u>	.04
Total	46.0	10.6	

## Teaching #2

Male	53.6	7.5	Male-Female
<u>Female</u>	<u>54.3</u>	<u>7.4</u>	.08
	54.0	7.5	

Teaching methods= .89



decreased

zero

enhanced

---

0

What is the effect of  
introducing computers into  
schools

Thousands of evaluations of  
introducing computers ....



decreased

zero

enhanced

---

0

What is the effect of reducing  
class sizes (from 30 to 15)



decreased

zero

enhanced

---

0

What is the effect of increasing  
the degree of challenge



decreased

zero

enhanced

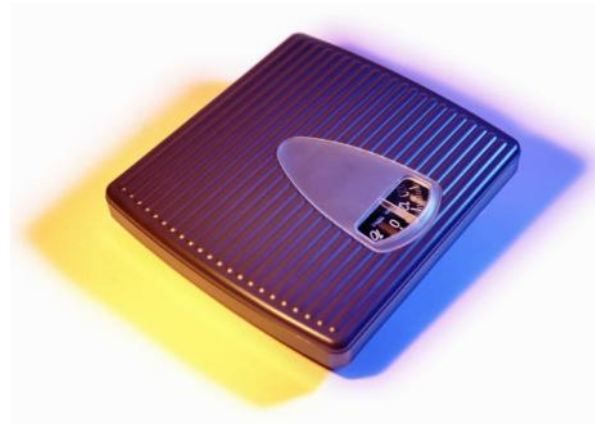
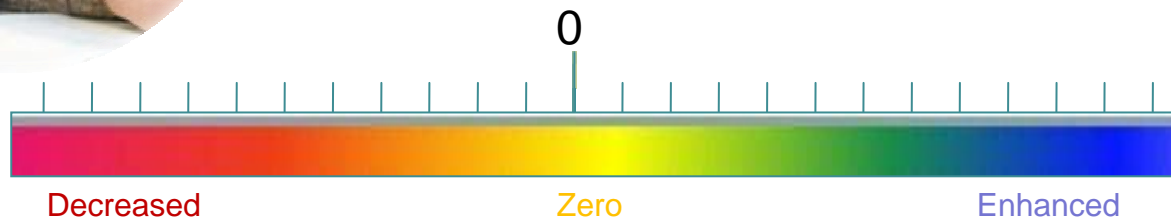
---

0

What is the effect of  
encouraging error in your  
classroom



# Influences on Achievement ?



# The Disasters ...



Rank	Influence	Studies	Effects	ES
100	Mobility (shifting schools)	181	540	-.34
99	Retention	207	2675	-.16
98	Television	31	235	-.14
97	Summer vacation	39	62	-.09
96	Open vs. traditional	315	333	.01
95	Multi-grade/age classes	94	72	.04
94	Inductive teaching	24	24	.06
93	Reading: Whole language	64	197	.06
92	Perceptual-motor programs	180	637	.08
91	Out of school experiences	52	50	.09

# The Well belows...



Rank	Influence	Studies	Effects	ES
90	Distance education	788	1545	.09
89	Web based learning	10	10	.09
88	Ability grouping	494	1363	.11
87	Teacher training	53	286	.11
86	Diet on achievement	23	125	.12
85	Teacher subject matter knowledge	27	64	.12
84	Gender (girls – boys)	2926	6051	.12
83	Multi-media methods	244	133	.15
82	Problem based learning	203	345	.15
81	Home-school programmes	14	14	.16

# Not Worth it yet ...



Rank	Influence	Studies	Effects	ES
80	Extra-curricula programs	96	68	.17
79	Family structure	660	846	.18
78	Co-/team teaching	136	47	.19
77	Learning hierarchies	24	24	.19
76	Aptitude/treatment interactions	61	340	.19
75	Individualised instruction	581	1030	.20
74	Charter schools	18	18	.20
73	Religious schools	56	56	.20
72	Class size	96	785	.21
71	Teaching test taking	267	364	.22

# Typical “average teacher” territory ...



Rank	Influence	Studies	Effects	ES
70	Finances	189	681	.23
69	Summer school	105	600	.23
68	Competitive learning	831	203	.24
67	Programmed instruction	464	362	.24
66	Within class grouping	148	297	.25
65	Mainstreaming	150	370	.28
64	Desegregation	335	723	.28
63	Exercise/relaxation	227	1971	.28
62	Audio-based teaching	146	48	.28
61	Home visiting by teachers	71	52	.29

# Close to average



Rank	Influence	Studies	Effects	ES
60	Reducing anxiety	69	904	.30
59	Principals/school leaders on student achievement	344	1008	.30
58	Ability grouping for gifted students	125	202	.30
57	Homework	261	275	.31
56	Inquiry based teaching	205	420	.31
55	Simulations and gaming	342	449	.32
54	Reading: Exposure to reading	145	324	.36
53	Bilingual programs	128	666	.37
52	Teacher positive expectations	635	745	.37
51	<b>Computer assisted instruction</b>	4481	8079	.37

# Average ...



Rank	Influence	Studies	Effects	ES
50	Enrichment on gifted	214	543	.39
49	Integrated curriculum programs	61	80	.39
48	Adjunct aids	138	323	.41
47	Hypermedia instruction	46	143	.41
46	Behavioral organisers/adjunct questions	577	1933	.41
45	Self-concept on achievement	324	2113	.43
44	Frequent/effects of testing	323	1077	.46
43	Early intervention	1627	9050	.47
42	Motivation on learning	322	979	.48
41	Small group learning	78	155	.49

# Getting there ...



Rank	Influence	Studies	Effects	ES
40	Questioning	214	342	.49
39	Cooperative learning	2285	1519	.49
38	Reading: Second/third chance programs	52	1395	.50
37	Play programs	70	70	.50
36	Visual based/audio-visual teaching	468	3860	.51
35	Outdoor programs	187	429	.52
34	Concept mapping	91	105	.52
33	Peer influences	12	122	.53
32	Keller's mastery learning program	263	162	.53
31	Reading: Phonics instruction	407	5950	.53



# Let's have them ....



Rank	Influence	Studies	Effects	ES
30	Reading: Visual-perception programs	762	5244	.55
29	Parental Involvement	694	1761	.55
28	Peer tutoring	767	1200	.55
27	Goals - challenging	454	671	.56
26	Mastery learning	369	284	.57
25	Social skills programs	540	3068	.57
24	Socio-economic status	499	957	.57
23	Home environment	35	109	.57
22	Providing worked examples	62	151	.57
21	Reading: Comprehension programs	365	2416	.58



# Exciting ....

Rank	Influence	Studies	Effects	ES
20	Direct instruction	304	597	.59
19	Time on task	64	100	.59
18	Study skills	656	2446	.59
17	Acceleration of gifted	60	412	.60
16	Problem solving teaching	221	719	.61
15	Teacher professional development on student achievement	450	1790	.64
14	Reading: Repeated reading programs	54	156	.67
13	Reading: Vocabulary programs	301	800	.67
12	Meta-cognition strategies	43	123	.67
11	Teaching students self-verbalisation	92	1061	.67

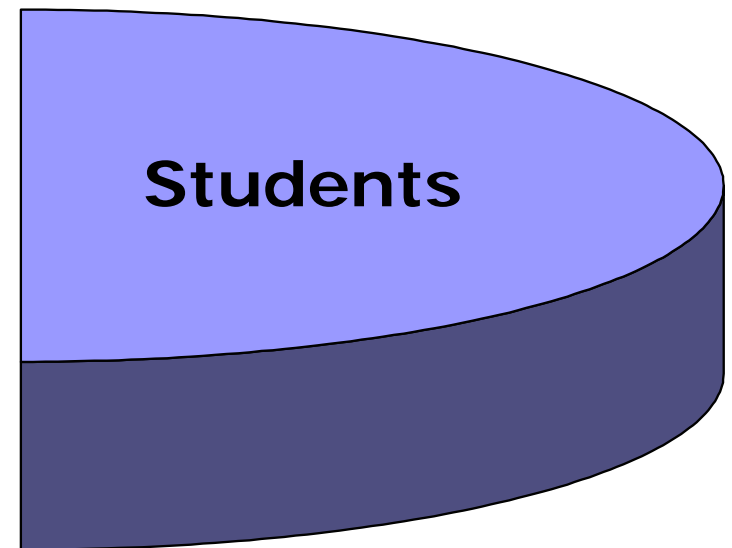
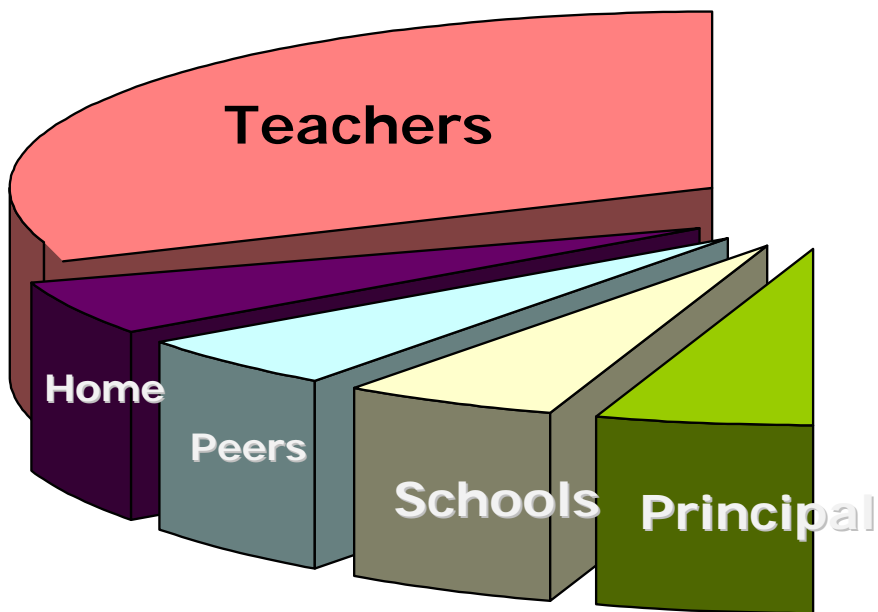
# The Winners ...



Rank	Influence	Studies	Effects	ES
1	Self-report grades	209	305	1.44
2	Micro-teaching	355	392	.99
3	Classroom behavioural	160	942	.80
4	Quality of teaching	141	195	.77
5	Reciprocal teaching	38	53	.74
6	Prior achievement	3387	8758	.73
7	Teacher-student relationships	229	1450	.72
8	Feedback	1276	1928	.72
9	Providing formative evaluation to teachers	21	21	.70
10	Spaced vs. massed practice	63	112	.70

# Identifying what matters

## Percentage of Achievement Variance



# Visible teaching & Visible learning

- **What some teachers do!**
  - **In active, calculated and meaningful ways**
  - **Providing multiple opportunities & alternatives**
  - **Teaching learning strategies**
  - **Around surface and deep learning**
  - **That leads to students constructing learning**

# Visible Teaching – Visible Learning



When teachers SEE learning through the eyes of the student  
and

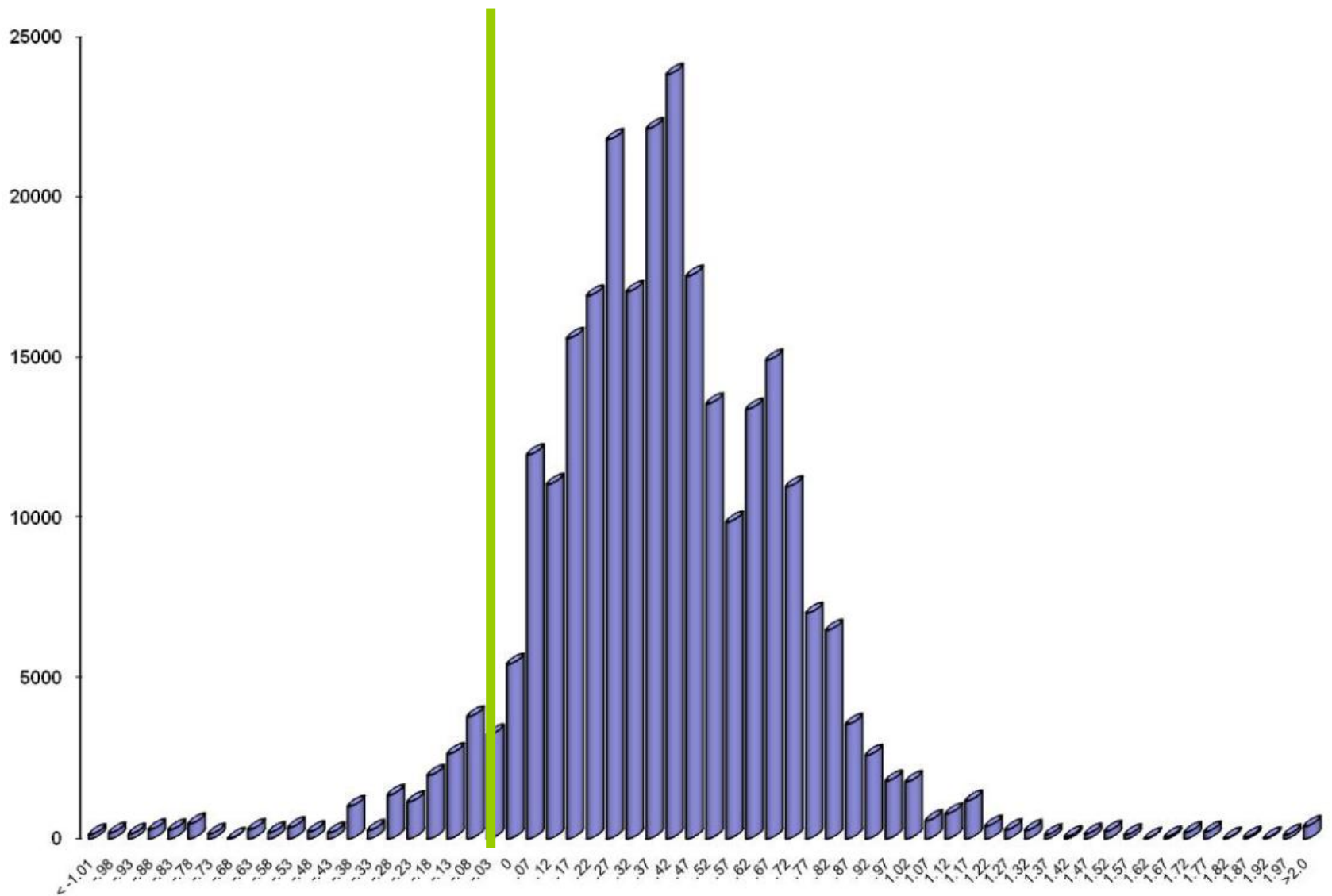
When students SEE themselves as their own teachers



# The six messages

1. Teachers are among the most powerful influences in learning.

# Distribution of effects





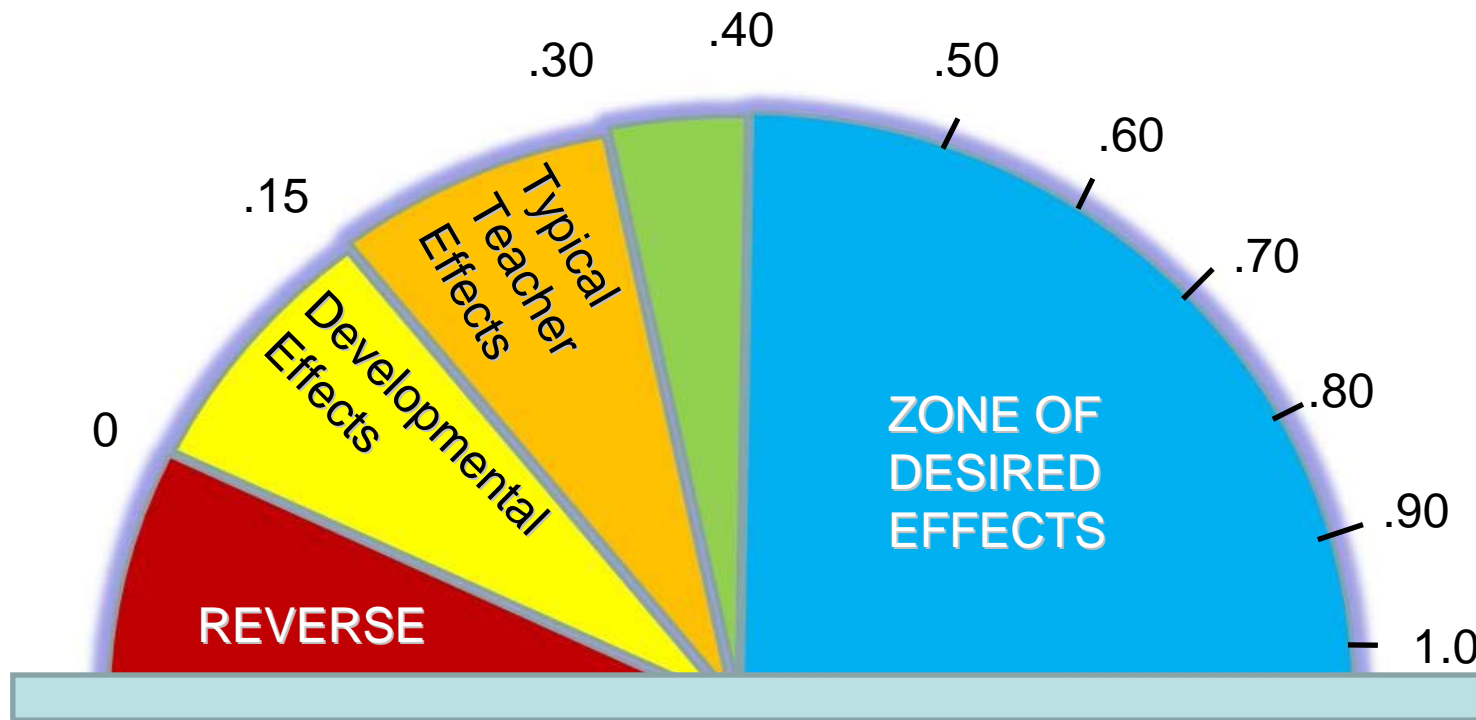
# The six messages


1. Teachers are among the most powerful influences in learning.
2. Teachers need to be directive, influential, caring, and actively engaged in the passion of teaching and learning.


# The six messages

1. Teachers are among the most powerful influences in learning.
2. Teachers need to be directive, influential, caring, and actively engaged in the passion of teaching and learning.
3. Teachers need to be aware of what each and every student is thinking and knowing, to construct meaning and meaningful experiences in light of this knowledge, and have proficient knowledge and understanding of their content to provide meaningful and appropriate feedback such that each students moves progressively through the curriculum levels.

# Influences on Achievement



- 
- 4 Teachers need to *know the learning intentions* and success criteria of their lessons, know *how well they are attaining* these criteria for all students, and know *where to go next*

- 
- 4 Teachers need to *know the learning intentions* and success criteria of their lessons, know *how well they are attaining* these criteria for all students, and know *where to go next*
  - 5 Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct and reconstruct knowledge and ideas

- 4 Teachers need to *know the learning intentions* and success criteria of their lessons, know *how well they are attaining* these criteria for all students, and know *where to go next*
- 5 Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct and reconstruct knowledge and ideas
- 6 School leaders and teachers need to create school, staffroom, and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and understandings is welcomed, and where participants can feel safe to learn, re-learn, and explore knowledge and understanding.

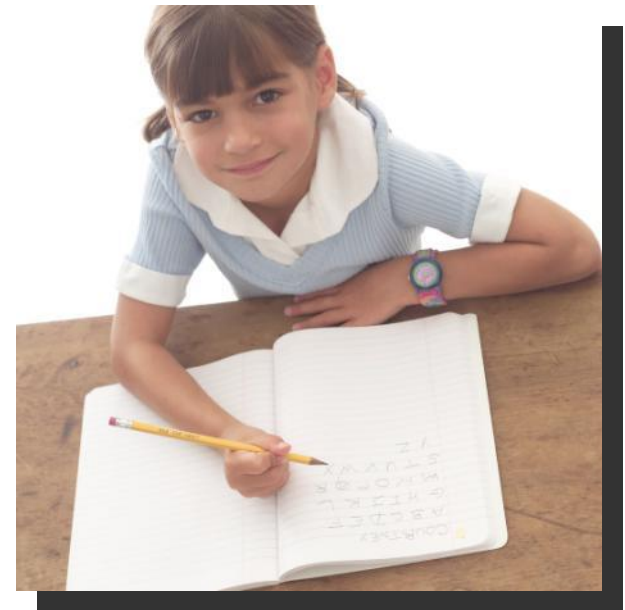
# Teachers

- **Clear learning intentions**
- **Challenging success criteria**
- **Range of learning strategies**
- **Know when students are not progressing**
- **Providing feedback**
- **Visibly learns themselves**



# Students ...

- **Understand learning intentions**
- **Are challenged by success criteria**
- **Develop a range of learning strategies**
- **Know when they are not progressing**
- **Seek feedback**
- **Visibly teach themselves**





# The Contrast

- An active teacher, passionate for their subject and for learning, a change agent

OR

- A facilitative, inquiry or discovery based provider of engaging activities



# Activator or Facilitator ?

## *An Activator*

Reciprocal teaching

Feedback

Teaching students self-verbalization

Meta-cognition strategies

Direct Instruction

Mastery learning

Goals - challenging

Frequent/ Effects of testing

Behavioral organizers

## *A Facilitator*

Simulations and gaming

Inquiry based teaching

Smaller class sizes

Individualized instruction

Problem-based learning

Different teaching for boys & girls

Web-based learning

Whole Language Reading

Inductive teaching

# Activator or Facilitator ?

## *An Activator*

Reciprocal teaching	.74
Feedback	.72
Teaching students self-verbalization	.67
Meta-cognition strategies	.67
Direct Instruction	.59
Mastery learning	.57
Goals - challenging	.56
Frequent/ Effects of testing	.46
Behavioral organizers	.41

***ACTIVATOR*** ***.60***

## *A Facilitator*

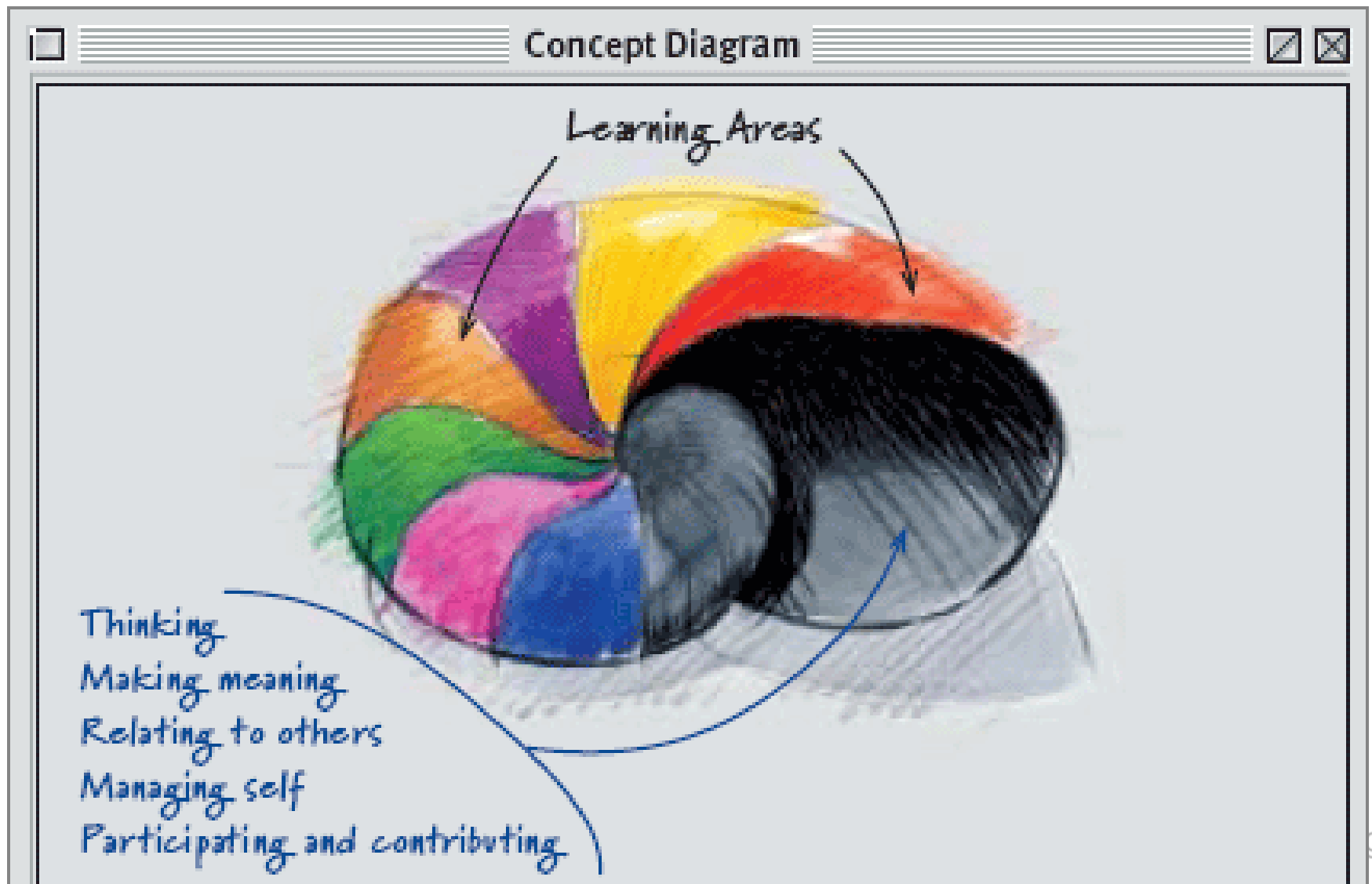
Simulations and gaming	.32
Inquiry based teaching	.31
Smaller class sizes	.21
Individualized instruction	.20
Problem-based learning	.15
Different teaching for boys & girls	.12
Web-based learning	.09
Whole Language Reading	.06
Inductive teaching	.06

***FACILITATOR*** ***.17***

# Some worrying details

Influence	No. of Effect	Effects Size
Teacher training	53	0.11
Teacher subject knowledge	27	0.12
Gender (Girls - Boys)	2926	0.12
Principals on achievement	344	0.3
Instructional vs.		0.44
Transformation leadership		0.22

# Across learning domains ...



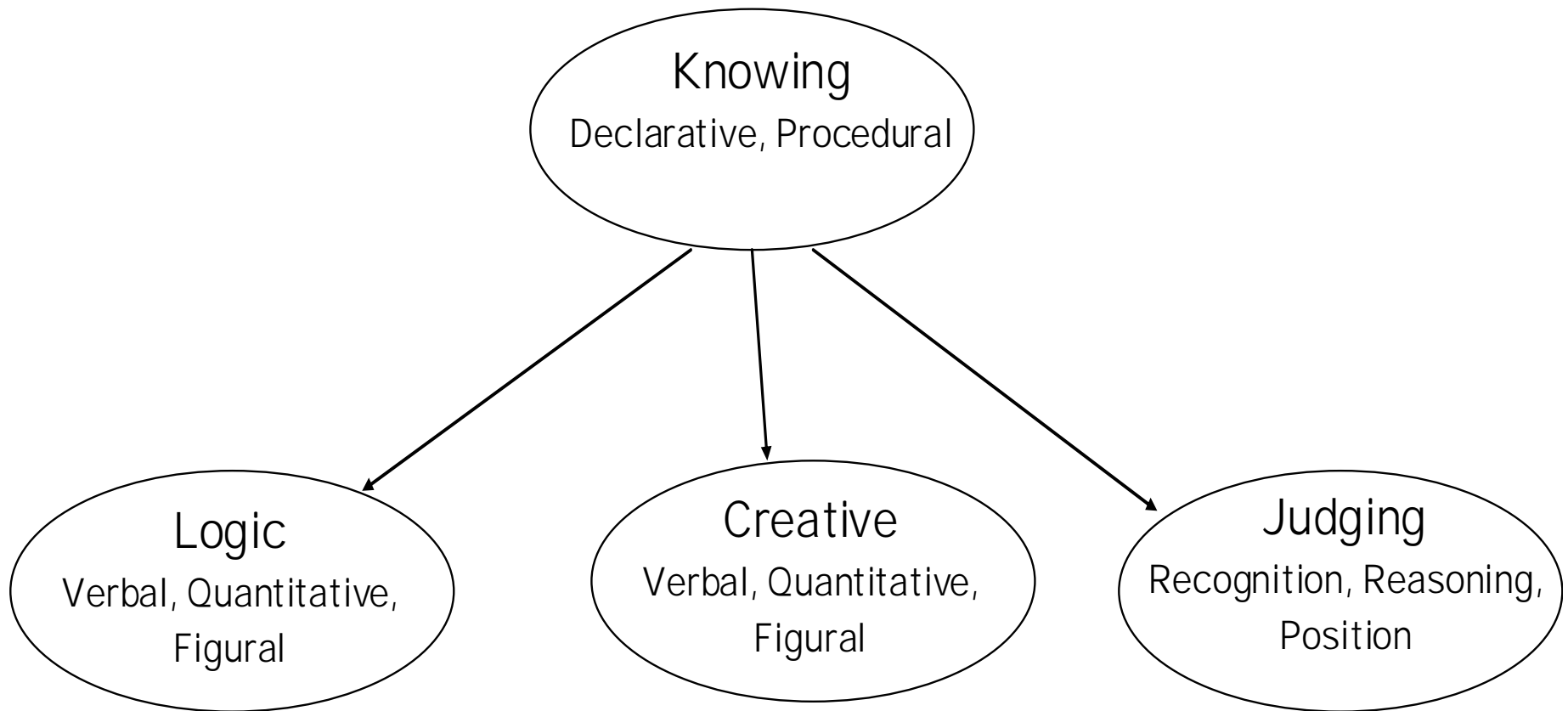
# Some key questions

- *Are they measurable?*
- *Key competencies may be different across cultures and countries; so universal measures must inevitably be biased against certain groups*
- *So often there has been no feedback to interested groups from any assessments*

# Any such measures ...

- Reporting is rich and descriptive as well as psychometrically defensible.
- There is information about the level of competence and progress in competencies.
- Reporting is provided to the individual being assessed as well as to the teacher and/or system.
- Feedback to the individual permits improvement actions and decisions.
- Learners are involved in monitoring their own level of competence.

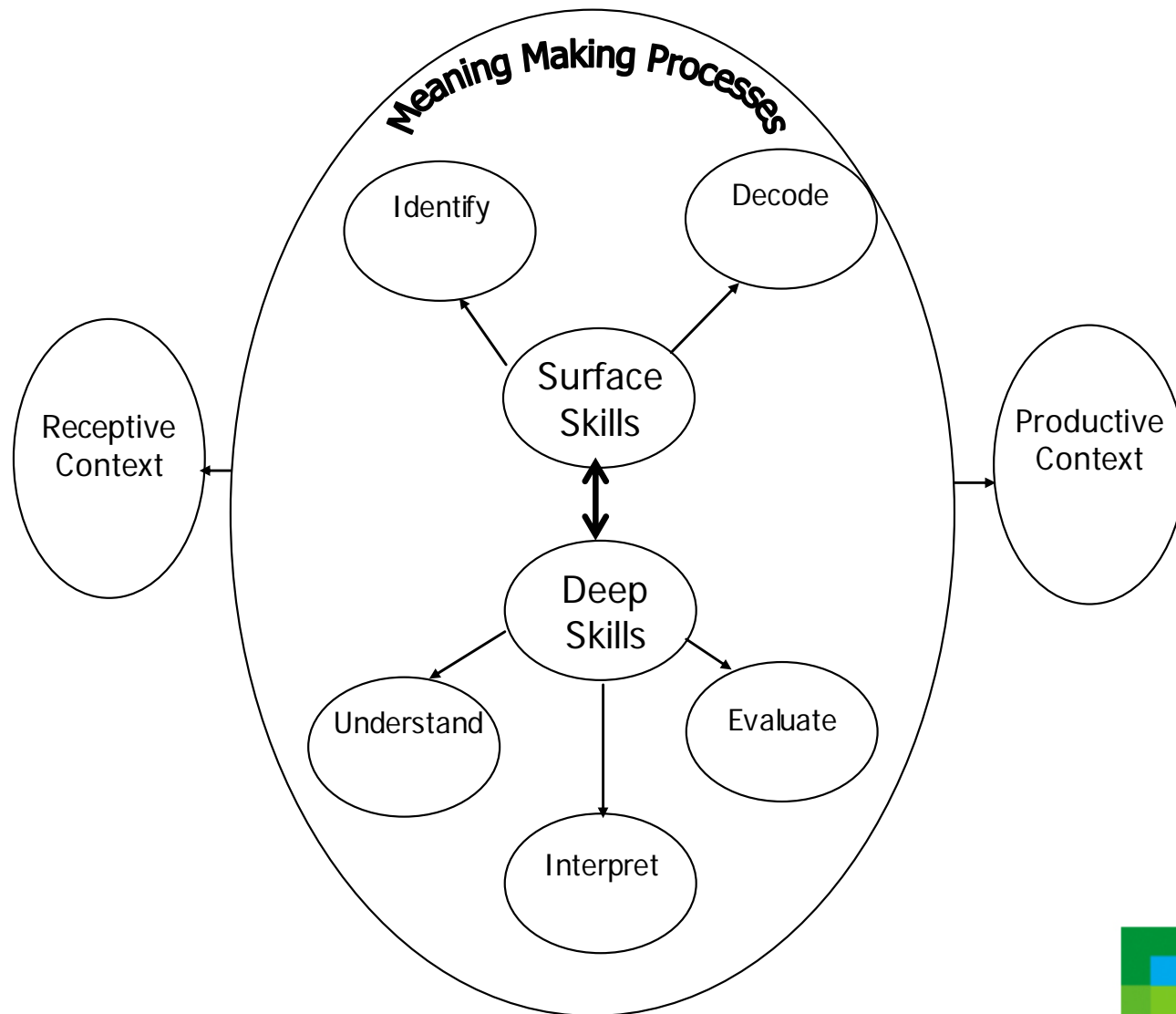
# Thinking



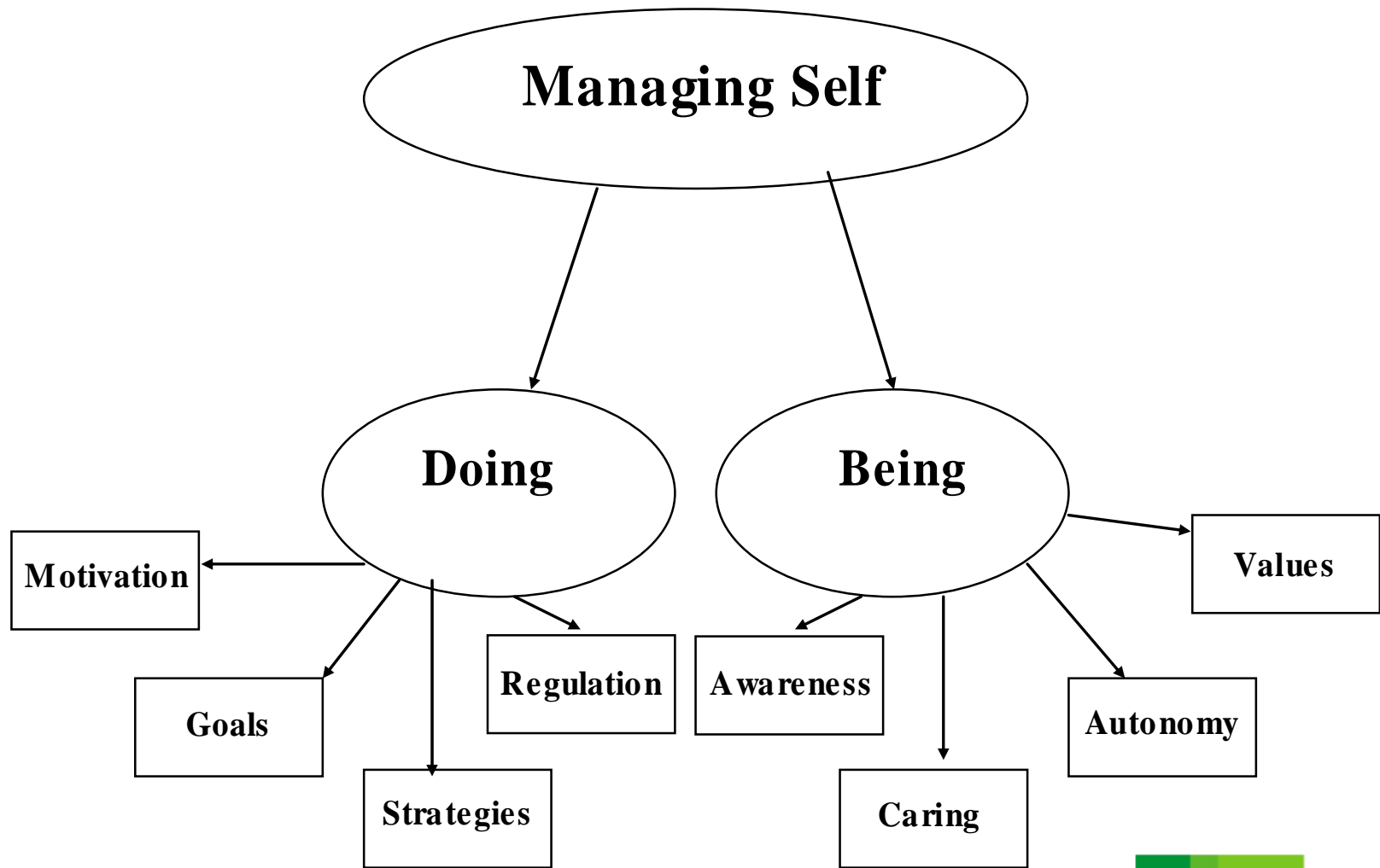


- Creative
- Verbal:
  - California test of Creativity
  - PISA Problem Solving Processes
  - Sternberg Triarchic Abilities Test – Creative Verbal scale
  - Torrance Tests of Creative Thinking – Verbal
- Quantitative
  - Sternberg Triarchic Abilities Test – Creative Quantitative Scale
- Figural
  - Stanford-Binet Intelligence Scales Fifth Edition –Nonverbal Fluid Reasoning
  - Sternberg Triarchic Abilities Test – Creative Figural scale
  - Torrance Tests of Creative Thinking – Figural

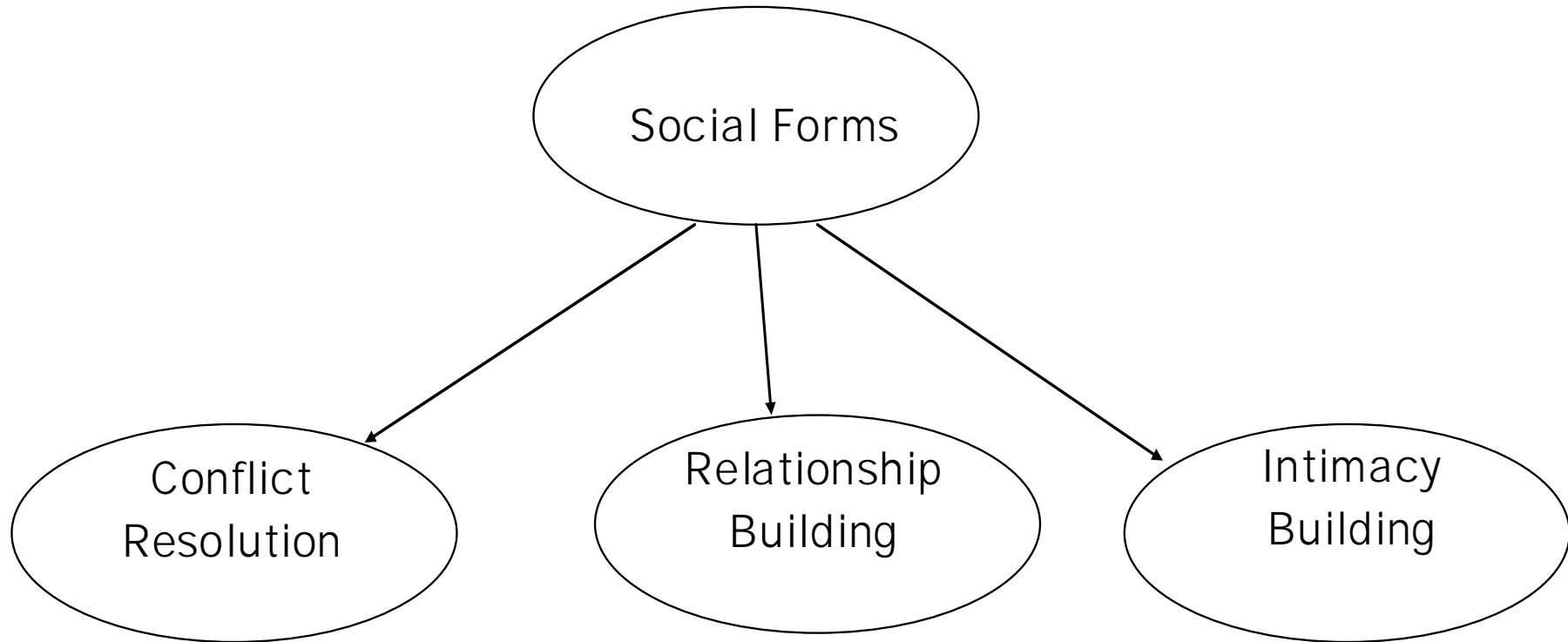
# Making meaning



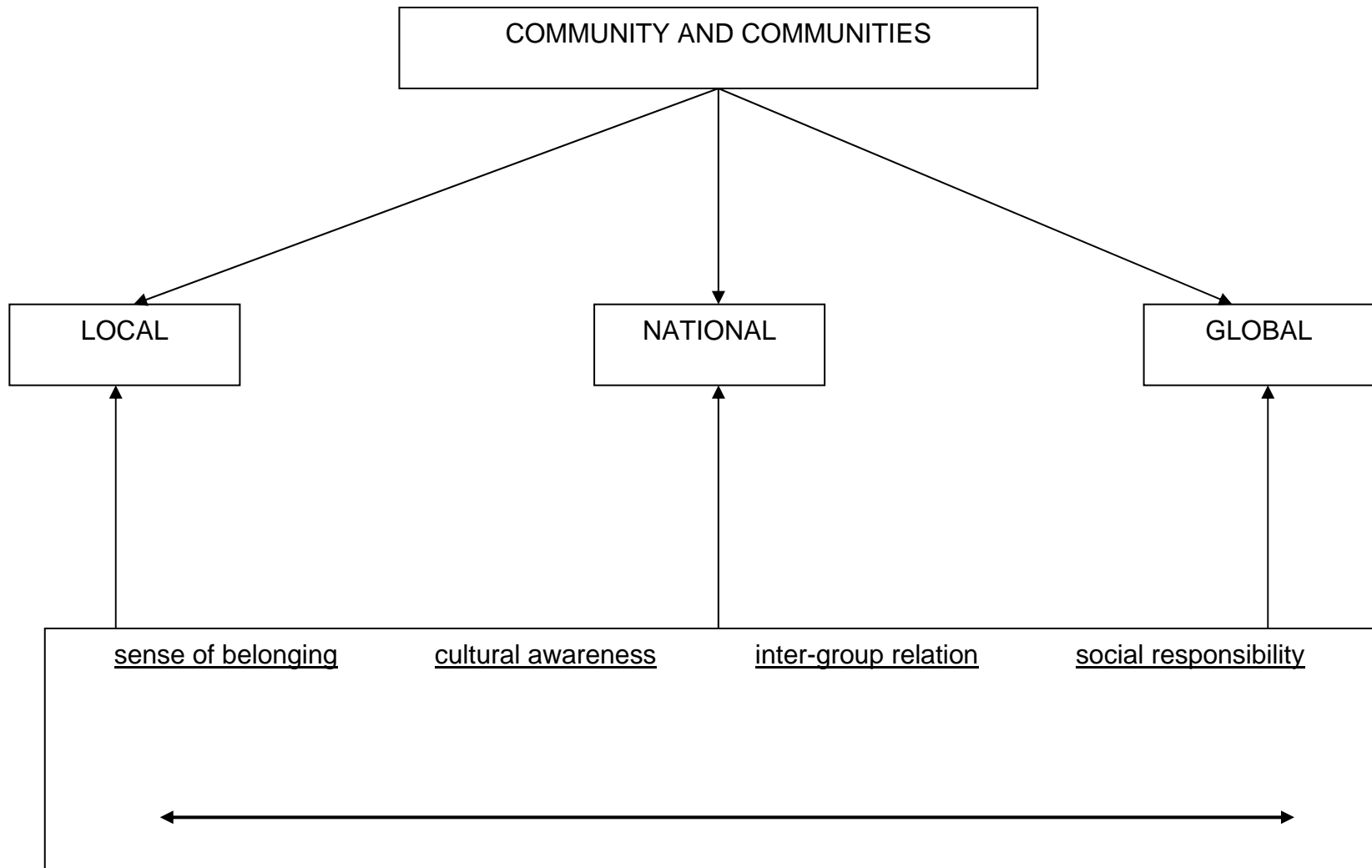
# Managing self



# Relating to others



# Contributing and participating





Help



Name this Report

Enter a name that you will use to recognise at a later date.

Choose One to Three Areas

- ☐ Thinking
- ☐ Making Meaning
- ☒ Managing Self
- ☐ Relating to Others
- ☐ Participating & Contributing

The items provided in each Area have been created for specific Competencies.

In the following screens, you will be prompted to select Domains, Scales and Items for each area. These selections will determine the scope and number of items generated in your assessment.

Once your selections have been made, report generation will begin. This may take several minutes.

OK

Cancel



Help



## Managing Self

Maximum 8 choices

School

Work

Leisure

### DOING

Motivation



Goals



Strategies



Regulation



### BEING

Awareness



Caring



Autonomy



Values



Cancel



Help



Scale selection

Selections> Managing Self> Doing> Regulation> School Context

Maximum 8 Choices

**Scales**

**Select**

Self-efficacy



Meta Cognition



Control of Beliefs



Effort Control



Help-seeking



**Scales**

**Select**

Intrinsic Goal Orientation



Extrinsic Goal Orientation



Task Value



Organisation



Peer Learning

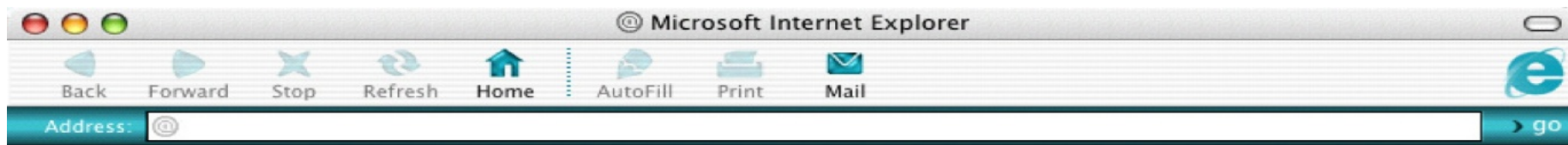


Accept

Revise

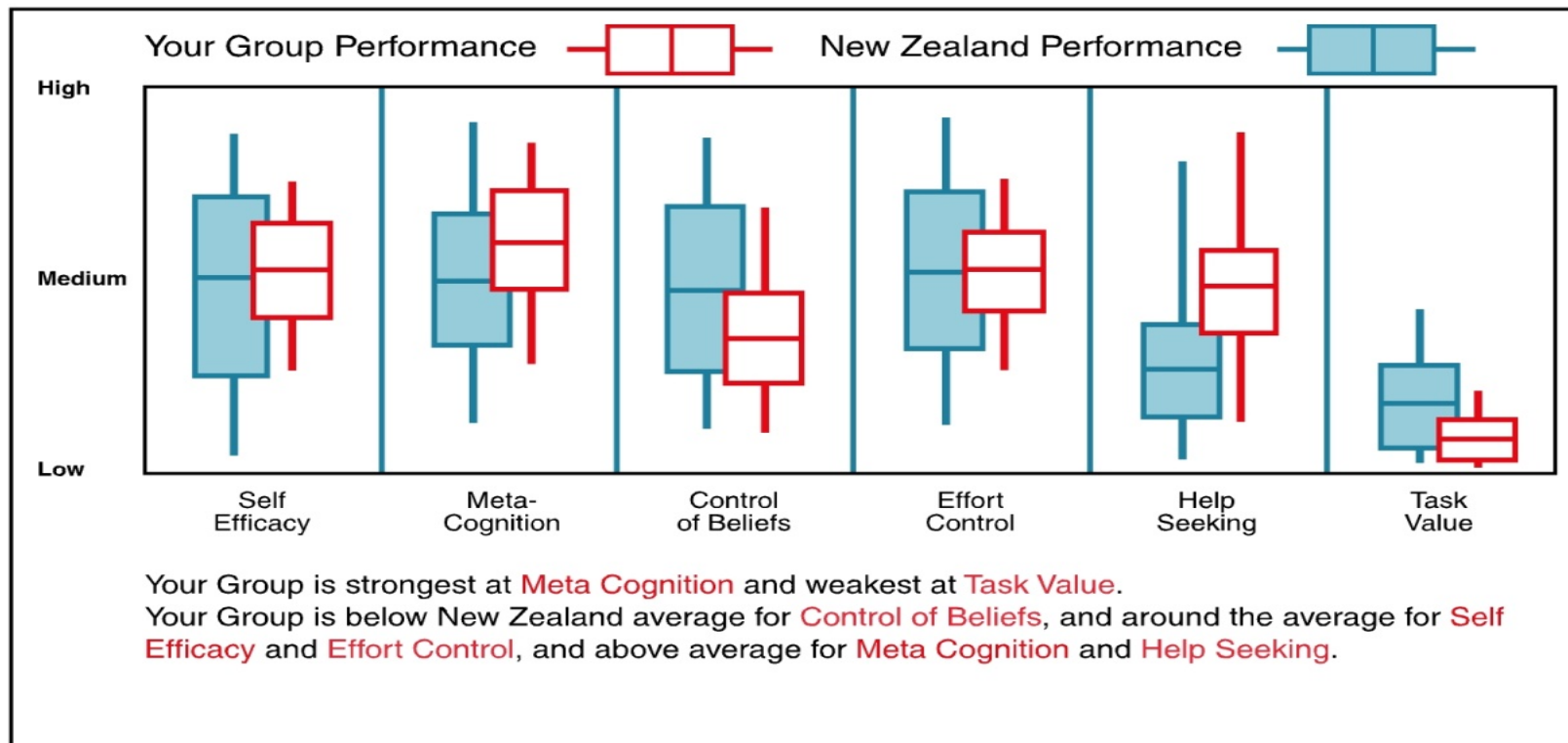
Cancel

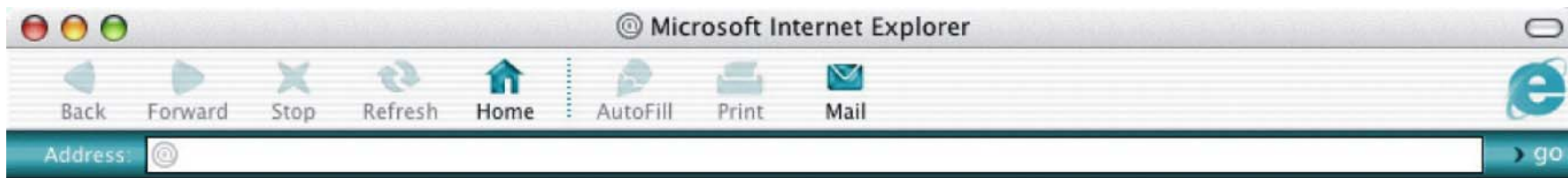




**Console Report for Test:** Key Competency> Managing Self> Doing> Regulation> School Context  
**Group Key Competency Profile**

**Date Tested:** 01 November 2005





**Console Report for Test:** Key Competency> Managing Self> Doing> Regulation> School Context  
**Group:** All Test Candidates

**Date Tested:** 01 November 2005

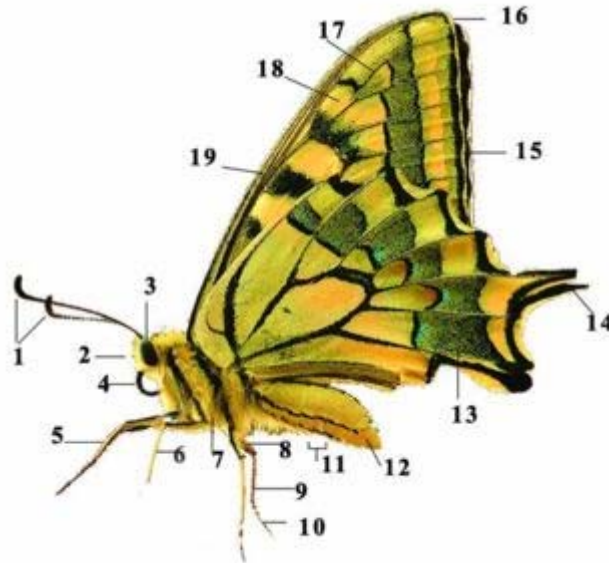
### Regulation

	Self Efficacy	Meta-Cognition	Control of Beliefs	Effort Control	Help Seeking	Task Value
High						
Medium						
Low						

Log on to the World Wide Web and go to [http://asttle.org.nz/whatnext/KCProf 6](http://asttle.org.nz/whatnext/KCProf6) for resources.

# Assessment and Feedback:

**asTTle** (Assessment Tools for Teaching and Learning)










# Welcome screen for Teachers


# e-asTtle

Welcome Kurt

[HELP](#)[LOGOUT](#)

Home

-  View Existing Tests
-  Create New Test
-  Assign Test
-  Mark Test
-  View Reports
-  Manage Students
-  Import Tests



## e-asTtle

Online learning and assessment tool

### Welcome Kurt

#### Create a Test

To create a test, click the button below.

[CREATE TEST >](#)

#### View Reports

To view reports, click the button below.

[VIEW REPORTS >](#)

#### Assign a Test

To assign a test, click the button below.

[ASSIGN TEST >](#)

# Customize a test

e-asTTle

Welcome back Joe Bloggs

HELP

LOGOUT

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import Tests

1 Test Details > 2 Difficulty level > 3 Test content > 4 Delivery method > 5 Review & create test

## Step 1: Test Details

Please specify the following settings for your test. Field marked with an asterisk [\*] are mandatory.

### TEST DETAILS

Test Name\*

Demonstration

Description

Medium Level processes & strategies with little or no requirements for ideas or language features.

Test Duration\*

45 Mins

### SUBJECT\*

☒ Reading

☐ Panui

☐ Writing

☐ Pangarau

☐ Mathematics

☐ Tuhituhi



### Quick Help

- Enter a name for your test (20 chars).
- Provide a brief description of your test.
- Enter in the duration of your test. This must be a whole number eg. 20, 30.
- Select the subject of your test. You will be able to specify the difficulty and Content Areas on the following screens.



# Choose Curriculum Strands

e-asTTle

Welcome Kurt

HELP

LOGOUT

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

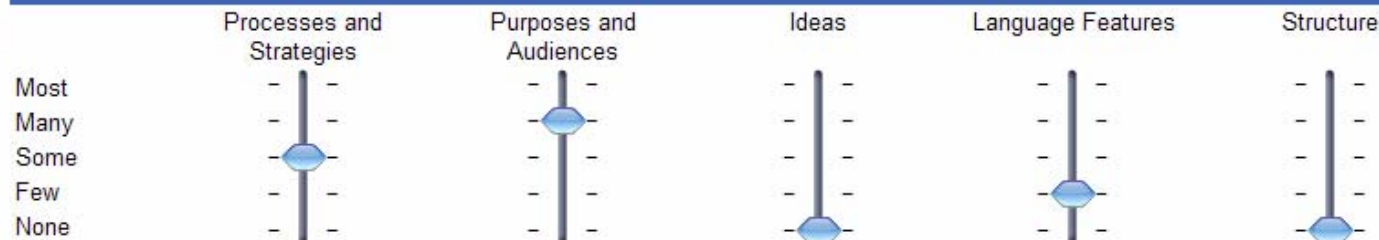
Import Tests

1 Test Details > 2 Curriculum Level > 3 Curriculum Strands > 4 Delivery Method > 5 Review & Create Test

Create Custom Test Step 3: Curriculum Strands Reading:Week 5 reading test

Use the sliders to select up to 2 Curriculum Strands for your test.

## Curriculum Strands



Cancel

< Go Back

Continue >

# Choose difficulty

## e-asTtle

Home

- View Existing Tests
- Create New Test
- Assign Test
- Mark Test
- View Reports
- Manage Students
- Import Tests

Welcome back Joe Bloggs

HELP

LOGOUT

1 Test Details >

2 Difficulty level >

3 Test content >

4 Delivery method >

5 Review & create test

### Step 2: Difficulty Level

Please select up to 3 adjacent difficulty levels for your test.

DIFFICULTY LEVEL\*

	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Most					
Many					
Some			<input checked="" type="checkbox"/>		
Few				<input checked="" type="checkbox"/>	
None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

CANCEL

GO BACK

CONTINUE

# Choose difficulty

e-asTTle

Welcome back Joe Bloggs

HELP

LOGOUT

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import Tests

1 Test Details > 2 Difficulty level > 3 Test content > 4 Delivery method > 5 Review & create test

## Step 2: Difficulty Level

Please select up to 3 adjacent difficulty levels for your test.

### DIFFICULTY LEVEL\*



CANCEL

<

GO BACK

CONTINUE

>



Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import Tests

## Step 4: Delivery Method

Please specify the delivery method of your test.

### DELIVERY METHOD\*

- ☐ Paper and Pencil Administered
- ☒ On screen Administered
- ☐ Computer adaptive On screen

### ONSCREEN OPTIONS

Test Duration: 45 mins

Time to Review Test:

Time for Attitude Questions:

Total Test Time: 19 mins

Closed Questions: SOME MANY MOST ALL

Estimate of marking time per student:



## Quick Help

### ▶ Review Test

How long would you like the students to review the questions (but not answer) before commencing the test.

### ▶ Attitude Questions

How long you would like the students to spend on the attitude questions.

### ▶ Closed Questions

Approximately how many closed questions you would like to appear in the text.

CANCEL

< GO BACK

CONTINUE >

# Create a test

e-asTTle

Welcome back Joe Bloggs

 [HELP](#)

 [LOGOUT](#)

[Home](#)



[View Existing Tests](#)



[Create New Test](#)



[Assign Test](#)



[Mark Test](#)



[View Reports](#)



[Manage Students](#)



[Import Tests](#)

## Creating Test

 Your test is being created.

This process may take some time, however, you can continue using this site while this process is occurring.

# Target setting

[A asTTle-SMS Integration >](#) [B Student Details >](#) [C Group Details >](#) **[D Target Setting](#)**

## Target Setting: Select Students

 Select the student(s) you want to set targets for, the date from which you want to view existing targets and scores, and the date of the projected target to be set.

### Select Students & Targets

Subject:\*

Reading

Group:\*

Class 10a / Tikipunga High School

Unselected Students:

Carl Cambridge

Selected Students:\*

Annie Anderson  
Bill Bailey  
Dale Davidson  
Etuate Evans

Add All >>

Add >

< Remove

<< Remove All

Target From:\*

19/05/2007

Projected To:\*

19/02/2008

[< Go Back](#)

[Set Targets >](#)

# Target setting

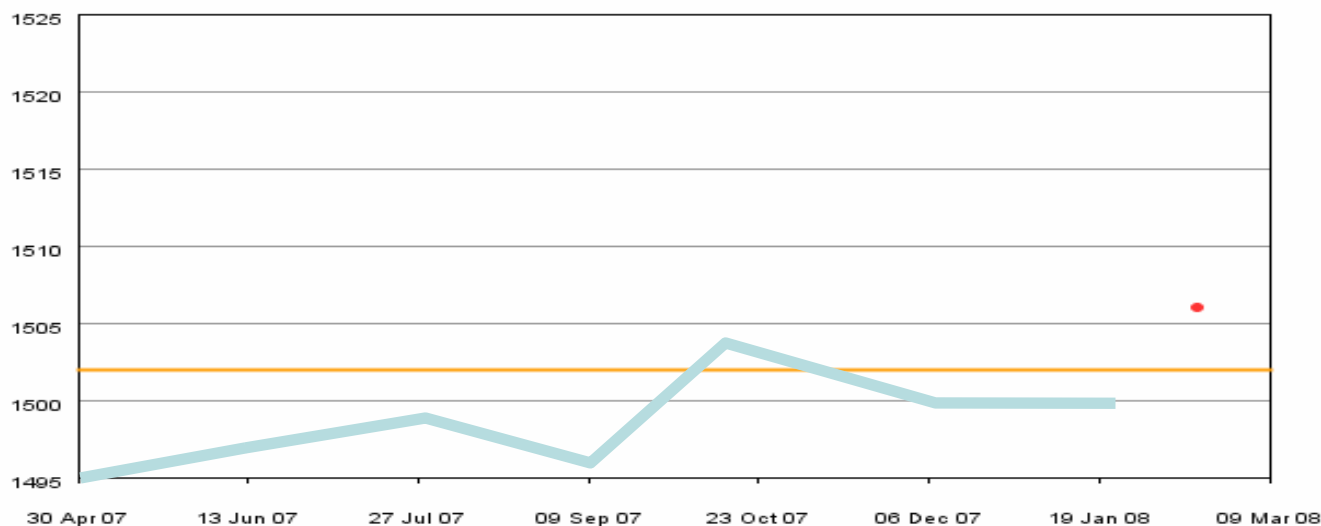
[A asTTle-SMS Integration](#) > [B Student Details](#) > [C Group Details](#) > [D Target Setting](#)

## Target Setting: Set Targets for February 2008

Reading

**i** Target Setting allows the teacher to set individual targets for students based on their performance. You may input a projected date and score for students by entering the data into the textboxes below.

### Annie Anderson



● Student Data    — Curriculum Expected ☒    — NZ Performance ☐

### Targets for Annie Anderson (Year 7)

Type	Date	Score	Level	
Projected	<input type="text" value="19/02/2008"/>	<input type="text" value="1506"/>	<input type="text" value="4B"/>	<a href="#">Delete</a>

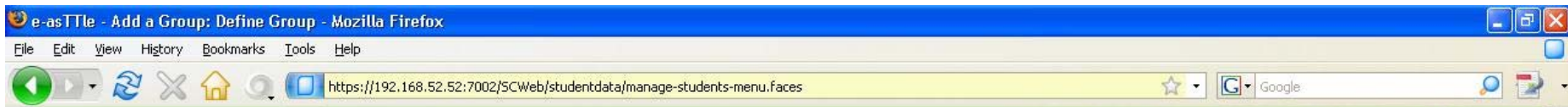
<input type="button" value="Go Back"/>	<input type="button" value="Save Target"/>
<input type="text" value="Bill Bailey"/>	<input type="button" value="Select Student"/>

# External Coordinator

The screenshot shows a Mozilla Firefox browser window displaying the e-asTTle application. The address bar shows the URL: <https://192.168.52.52:7002/SCWeb/studentdata/manage-students-menu.faces>. The page header includes the e-asTTle logo, a "Home" link, and a "Welcome Researcher1" message with "HELP" and "LOGOUT" buttons. A left sidebar contains navigation links: "View Existing Tests", "Create New Test", "Assign Test", "Mark Test", "View Reports", "Manage Students", and "Import". The main content area is titled "Schools You Can Access" and includes an information icon and the text: "Below is the list of all schools which are accessible for research." A blue header bar also displays "Schools You Can Access". Below this, a list of schools is shown:

1. Albany School
2. Avondale Primary School (Auckland)

A "Back" button is located below the list. The Windows taskbar at the bottom shows the system clock as 1.766s, the date as Monday, and the weather as "Now: Partly Sunny, 11° C", "Mon: 15° C", and "Tue: 16° C".



e-asTTle

Welcome Researcher1

HELP

LOG OUT

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import

**B** Student Details > **C** Group Details > **D** Target Setting

## Add a Group: Define Group

Enter the details of the group.

Group Name: \*

Description: \*

Group Type: \*

☐ Select Groups ☐ Select Students

Cancel

Continue >



e-asTTle

Welcome Researcher1

HELP

LOGOUT

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import

**B** Student Details > **C** Group Details > **D** Target Setting

## Add a Group: Select Students

Select at least one student to be included in the group.

Group Name: Group1  
Description: Within School Group  
School:  
Owner:

### Filters

By School Avondale Primary School (Auckland)

Year

☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

☐ 10 ☐ 11 ☐ 12

### Demographic

Gender: All

Ethnicity: All

Language: All

Search



SMS ID

NSN ID

First Name

Last Name

Year

Ethnicity

Gender

Lang at Home

Cancel

< Go Back

Continue >

Done

192.168.52.7002

YSlow

2.492s

Now: Partly Sunny, 11° C

Mon: 15° C

Tue: 16° C

e-asTTle - View Existing Tests - Mozilla Firefox

File Edit View History Bookmarks Tools Help

https://192.168.52.52:7002/SCWeb/managetest/view-existing-tests.faces

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import

## View Existing Tests

This is the list of all your existing tests. Click on the test name to open the test's summary page and this will allow you to manage your test (i.e. view test, rename test).

**Filters**

**Test Information**

School

By Subject

By Delivery

By Status

By Year

Search

Avondale Primary School (Auckland)
Multiple Schools
Avondale Primary School (Auckland)
Albany School

Test Name	Subject	Total Time	Delivery	Date Created	Owner	Status
<a href="#">AssignTest77276247</a>	Mathematics	52 mins	Onscreen	28 Jul 2008	Kurt Goedel	Pending
<a href="#">AssignTest77276248</a>	Reading	47 mins	Onscreen	28 Jul 2008	Kurt Goedel	Pending
<a href="#">boundary-items</a>	Reading	40 mins	Paper	28 Jul 2008	Alan Turing	Accepted
<a href="#">cast_similar_2</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">cast_similar_2</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">cast_test</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">cast_test2</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">cast_test3</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">cast_test_similar1</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">cast_test_similar1</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">comp_1</a>	Reading	57 mins	Onscreen	28 Jul 2008	teacher99	Accepted
<a href="#">comp_reading_7</a>	Reading	57 mins	Onscreen	25 Jul 2008	Alan Turing	Accepted
<a href="#">normal_reading</a>	Reading	27 mins	Onscreen	25 Jul 2008	Alan Turing	Pending
<a href="#">similar_test4</a>	Reading	25 mins	Onscreen	25 Jul 2008	Alan Turing	Pending

Done

192.168.52.52:7002

YSlow 4.461s

Now: Partly Sunny, 13° C

Mon: 15° C

Tue: 16° C



e-asTTle

Welcome Researcher1

HELP

LOGOUT

Home

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import

## Assign "Mathematics Maths \_ level 1" : Enter Details

Level: 2, 3  
Strand: AL

Total Test Time: 22 mins  
Delivery Method: Onscreen

Date Created: 28 Jul 2008  
Owner: Researcher1 (PD)

### Assign to \*

School: My Groups

Group: Class 8 albany- Between School Group

### Group Information

Name: Class 8 albany- Between School Group

Description:

Owner: Researcher1

Number Of Students: 5

Date Created: 25 May 2006

### Date/Time \*

Date Available to Students: 28/07/2008 12:02 Now ☐

Due Date: 28/07/2008 12:46

When: Anytime

Cancel

Save

e-asTTle - View Reports - Mozilla Firefox

File Edit View History Bookmarks Tools Help

https://192.168.52.52:7002/SCWeb/reports/view-reports-step1.faces

Google

RHE Jira asTTle Confluence 52.52 - Teacher 52.52 - Student e-asTTle - Manage Te... 52.36 - Teacher 52.36 - Student 5.1 - UAT - Teacher 5.1 - UAT - Student 5.2 - UAT - Teacher

e-asTTle - View Reports Home - e-asTTle - Confluence

e-asTTle

Welcome Researcher1

LOGOUT

View Existing Tests

Create New Test

Assign Test

Mark Test

View Reports

Manage Students

Import

View Reports

Find the test(s) you are looking for (using Filters and/or Sort columns). To view reports for a single test click on the test name, click the relevant checkboxes to report across multiple tests.

Filters

Test Information

By SubjectReading

By Delivery

Administered between:

SchoolAvondale Primary School (Auckland)

Albany School

By Group/StudentSelect Students

External Coordinator Tests

Student Filters

Year

Demographic

Gender:Male

Ethnicity:All

Language:All

Search

Tests

	Test Name	Subject	Total Time	Delivery	Date Created	Completed	Marked
<input type="checkbox"/>	<a href="#">paper_comp</a>	Reading	50 mins	Paper	28 Jul 2008	6/22	5/22

Done192.168.52.52:7002YSlow3.337sNow: Partly Sunny, 13° CMon: 15° CTue: 16° C








# Welcome screen for Teachers


# e-asTtle

Welcome Kurt

[HELP](#)[LOGOUT](#)

Home

-  View Existing Tests
-  Create New Test
-  Assign Test
-  Mark Test
-  View Reports
-  Manage Students
-  Import Tests



## e-asTtle

Online learning and assessment tool

### Welcome Kurt

#### Create a Test

To create a test, click the button below.

[CREATE TEST >](#)

#### View Reports

To view reports, click the button below.

[VIEW REPORTS >](#)


#### Assign a Test

To assign a test, click the button below.

[ASSIGN TEST >](#)

## Interaction Effects

Ethnicity: All  
Year: 4, 5, 6, 7, 8  
Gender: All

Language: All  
Cluster: All Clusters  
NZ Performance: 

Location: All NZ Schools

No. of Students: 195

Your Group Performance: 

No. of Results: [ n ]

### Curriculum Functions



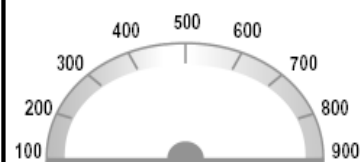
Number Knowledge [195]



Number Operations [195]

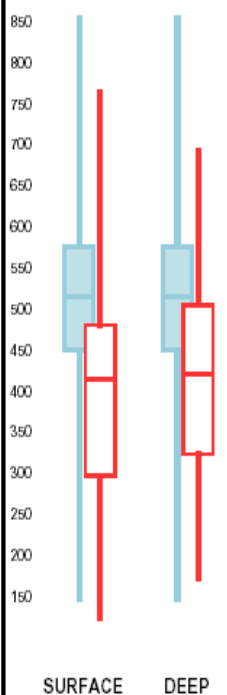


Algebra [195]

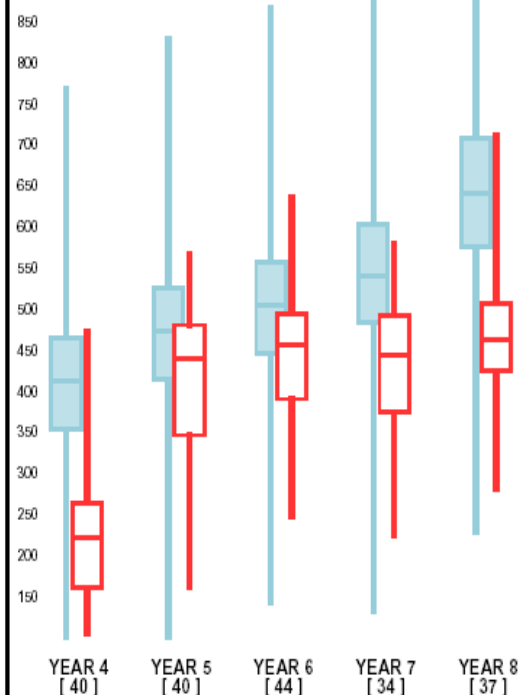


Measurement [0]

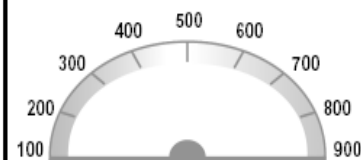
### Depth of Thinking



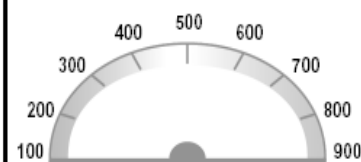
### Mathematics Scale



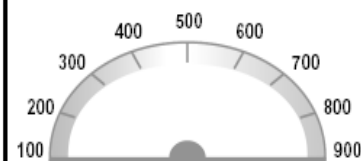
### Curriculum Functions



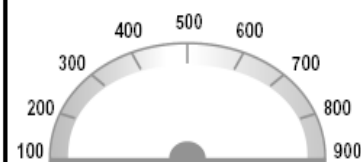
Geometric Knowledge [0]



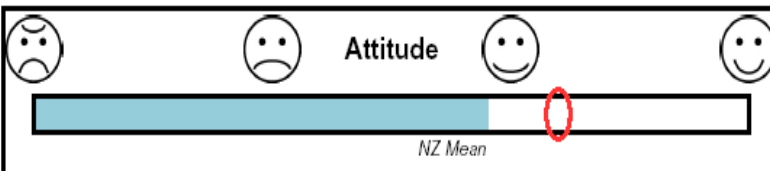
Geometric Operations [0]



Probability [0]



Statistics [0]



# Individual Learning Pathways

**Learning Pathways Report for Test:** Reading U, C, SF

**Group:** All Test Candidates

**Date Tested:** 22 October 2003

**Student:** Davis Crispness

## Correct

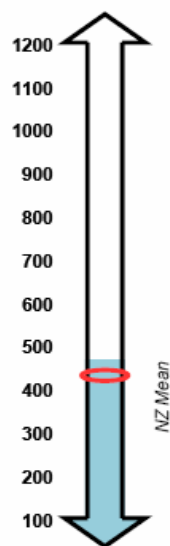
### Strengths

- Make inferences: (15, 22, 33)
- Knowledge of vocabulary: (11, 20, 24, 28, 33)
- Respond using understandings & information: (11, 25)
- Skim/scan for information: (19, 25)
- Find, select, & retrieve information: (19, 25)
- Punctuation: (15, 24)
- Make links between aspects of text: (15)
- Make use of prior knowledge: (20)
- Identification and understanding of main ideas: (20)

### Achieved

- Respond using understandings & information: (2, 6, 13, 21)
- Skim/scan for information: (2, 21)
- Find, select, & retrieve information: (2, 21)
- Knowledge of vocabulary: (6)
- Knowledge of semantic, syntactic, & visual grapho-phonetic cues: (6)
- Identification and understanding of main ideas: (13)
- Understand & organise or sequence material: (2)

## aRs Score



## Incorrect

### To Be Achieved

- Make links between verbal & visual information: (4, 5, 18)
- Respond using understandings & information: (10, 18, 23, 26, 29)
- Knowledge of poetic & figurative language: (10)
- Knowledge of vocabulary: (5, 7, 10, 31)
- Use grammatically correct structures: (7)
- Knowledge of semantic, syntactic, & visual grapho-phonetic cues: (7)
- Make use of prior knowledge: (26)
- Knowledge of publishing/text conventions (e.g., Index, Contents): (26)
- Make links between aspects of text: (27, 29, 32)

### Gaps

- Respond using understandings & information: (1, 8, 9, 12, 16)
- Identification and understanding of main ideas: (1)
- Find, select, & retrieve information: (1, 3, 16, 17)
- Use grammatically correct structures: (8, 9)
- Knowledge of semantic, syntactic, & visual grapho-phonetic cues: (8)
- Knowledge of vocabulary: (8, 9)
- Understand & organise or sequence material: (3)
- Make inferences: (12)
- Make links between verbal & visual information: (12)



	aRs	Surface	Deep	Understanding	Connections	Grammar
This student	430	466	408	419	414	379
Level	2P	2A	2P	2P	2P	2P
Year 5 mean	462	464	446	448	438	440



# Group Learning Pathway

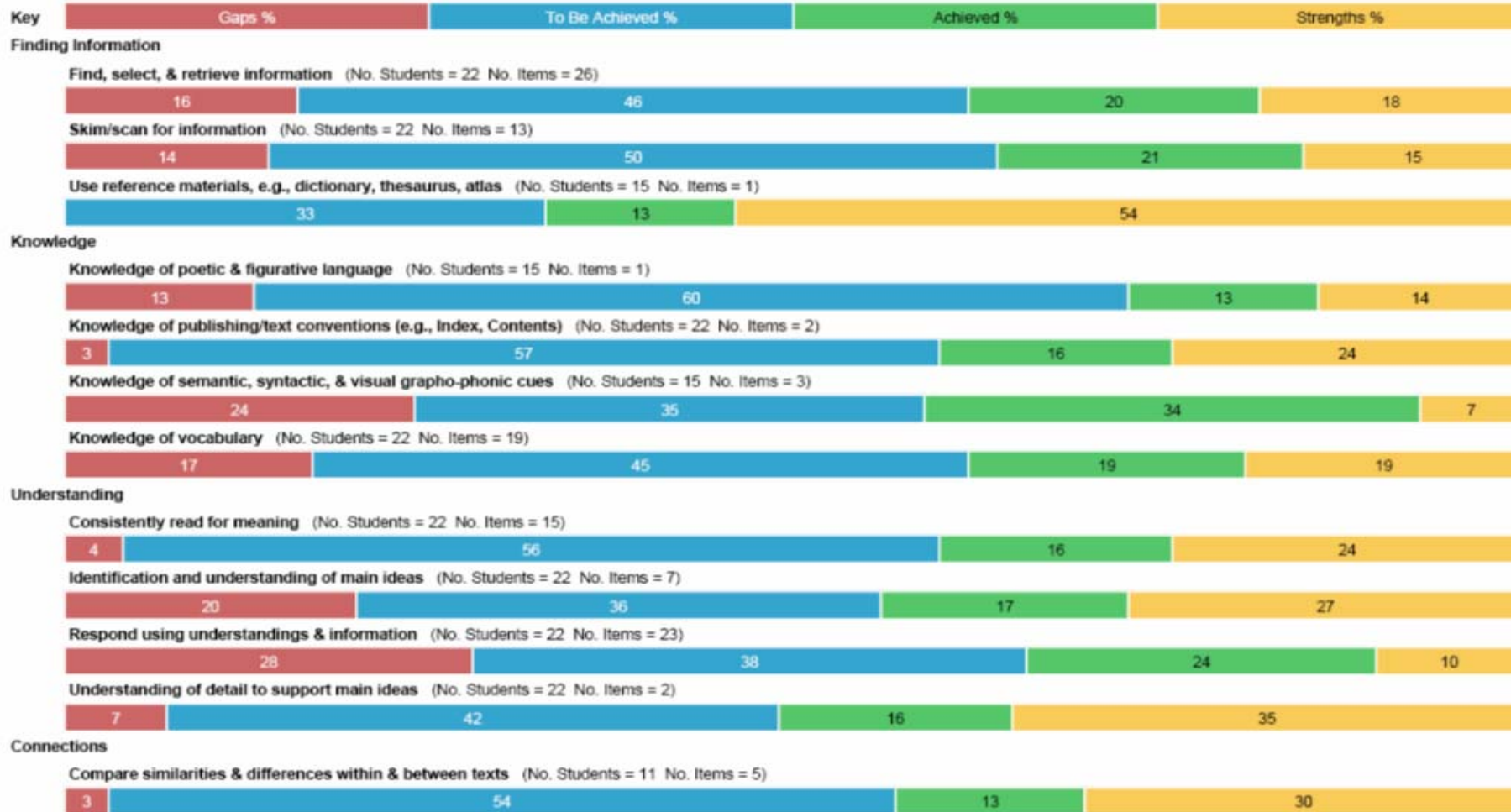
## Group Learning Pathways Report for Subject: Reading

Group: All Test Candidates

Group Size: 22

Number of Tests: 2

Period Tested: October 2003 to October 2003





# Progress Report

asTTle Progress Report for Subject: Reading  
Group: Advanced Students

Period: October 2005 to October 2006  
No. of Students: 18

## COMPARISON POPULATION

Ethnicity: All  
Year: 10,11,12  
Gender: All  
Language: All  
Location: All NZ Schools  
Cluster: North of Taupo, low decile, smaller country primary schools

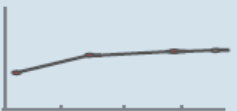
### Processes and Strategy



### Purposes and Audience



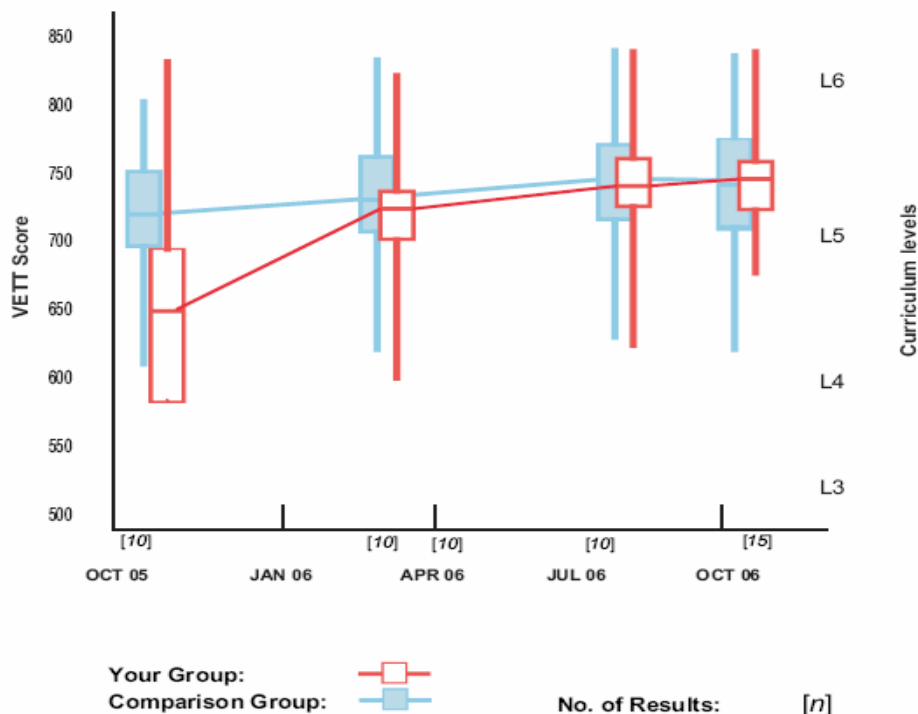
### Ideas



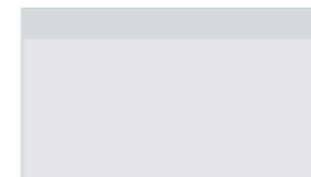
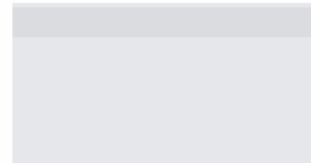
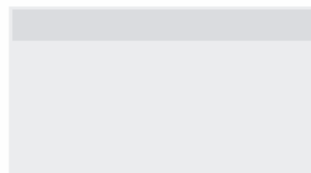
### Language Features



### Overall



### Structure





# What Next Report

What Next Report for Test: Geometry Y6 T3 2007  
Group: All Test Candidates

Date Tested: 20 July 2007

	Number Knowledge	Number Operations	Algebra	Measurement	Geometric Knowledge	Geometric Operations	Probability	Statistics
6 Advanced								
6 Proficient								
6 Basic								
5 Advanced								
5 Proficient								
5 Basic								
4 Advanced								
4 Proficient								
4 Basic								
3 Advanced								
3 Proficient								
3 Basic								
2 Advanced								
2 Proficient								
2 Basic								

Log on to the World Wide Web and go to  
<http://asttle.org.nz/whatnext/mathematics>

Please select resources in response to the average achievement of your group of students.

Home News About Communities Search Schools Interact Gateway Help

**asTtle** What Next

You are here: [What Next home](#) > [Mathematics](#) > [Geometric operations](#) > 3 Advanced

**Mathematics**

**Level 3 Advanced: Geometric Operations**

Mathematics and Statistics achievement objectives - draft curriculum 2007

**Shape**

- Define plane shapes, prisms, pyramids, cones, and spheres by their spatial features.
- Represent objects with drawings and models.

**Position and orientation**

- Create and use rectangular and rotation-based co-ordinate systems to specify locations and describe paths.

**Information**

- Describe the transformation (reflection, rotation, translation, or enlargement), that has mapped one object onto another.

[Back to top](#)

**Level 3 Advanced: Geometric Operations**

**Classroom resources**  
[Assessment Resource Bank](#)  
[Figure it out series](#)

**Teacher resources**  
no resources found

What Next home  
Writing  
Reading  
Mathematics  
Algebra  
Geometric knowledge  
Geometric operations  
2 Basic  
2 Proficient  
2 Advanced  
3 Basic  
3 Proficient  
3 Advanced  
4 Basic  
4 Proficient  
4 Advanced  
5 Basic  
5 Proficient  
5 Advanced  
6 Basic  
6 Proficient  
6 Advanced  
Measurement  
Number knowledge  
Number operations  
Probability  
Statistics  
Tuhituhi

Diagnostic advancement and appropriately targeted online references

- Setting appropriate challenges – for school leaders, teachers, and students
- Describing and agreeing on progressions – upwards, novice to expert, and procedural and strategic processing
- Attaining the h-point: effect-sizes of  $> .40$  – everywhere
- Relying on teacher evidence not teacher judgments

# The four Test Questions

- ☐ Precisely where have you seen this practice installed so that it produces effective results?
- ☐ Precisely where have you trained teachers so they can uniformly perform within the guidelines of his new system?
- ☐ Where is the evidence that shows you have achieved performance that is superior to that achieved by successful programs?
- ☐ Where are your endorsements from historically successful teachers

## Extending High Standards

- Setting appropriate challenges – for school leaders, teachers, and students
- Describing and agreeing on progressions – upwards, novice to expert, and procedural and strategic processing
- Attaining the h-point: effect-sizes of  $> .40$  – everywhere
- Relying on teacher evidence not teacher judgement
- Making learning visible – making teaching visible
- Being Activating not Facilitative
- Adopting excellent measures of Key competencies that are Interpretation focused
- Setting targets from the student upwards
- Sharing excellence in progression and high standards
- Creating teachers talking about teaching based on evidence not war stories

# Extending High Standards

John Hattie  
Visible Learning Laboratories  
University of Auckland

[j.hattie@auckland.ac.nz](mailto:j.hattie@auckland.ac.nz)

July, 2008

Some comments on Years 1-4

# Console Report for NumPA

Group:

Date Tested: 21 June 2007

## Interaction Effects

Ethnicity: All

Language: All

Location: All NZ Schools

No. of Students: 45

Year:

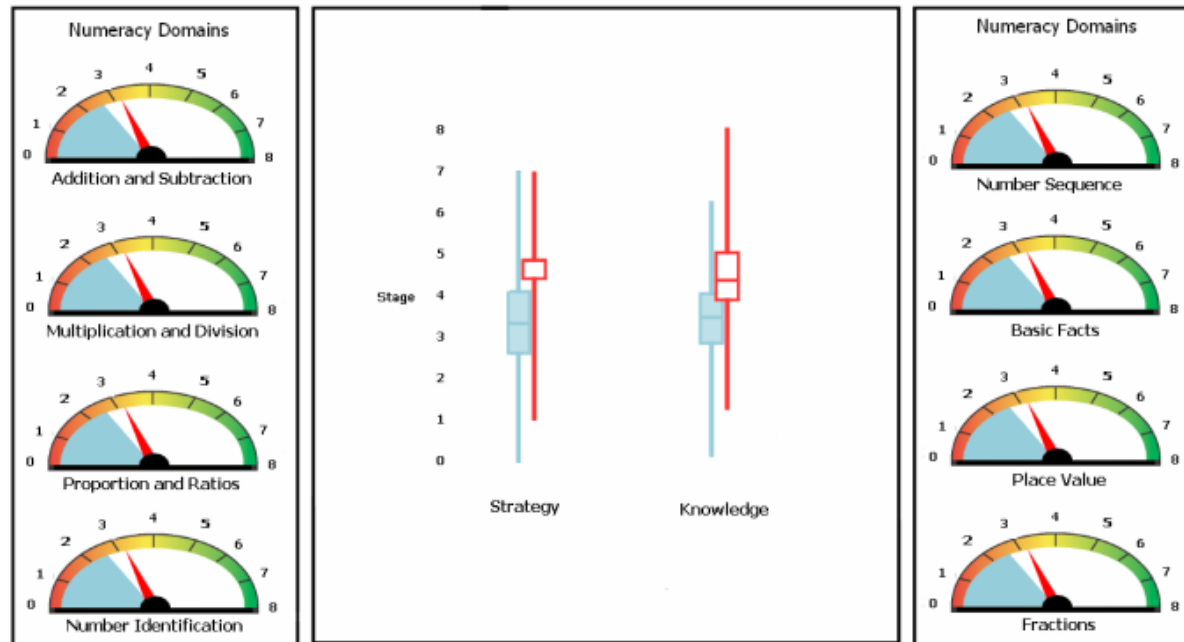
Cluster: All Clusters

Gender: All

NZ Performance: 

Your Group Performance: 

No. of Results: [ n ]



Console Report: NumPA and/or combination of  
GloSS/IKAN

Individual NumPA Summary Report:

Name:

Date Tested: 21 Nov 2007

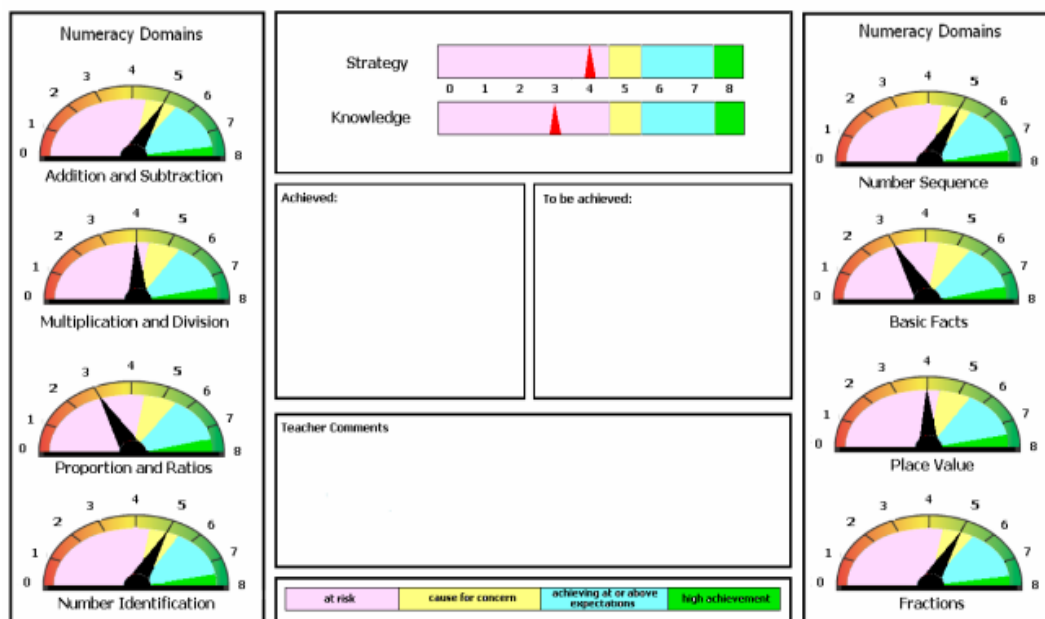
Year: 6

Class:

Gender:

Language:

Ethnicity:

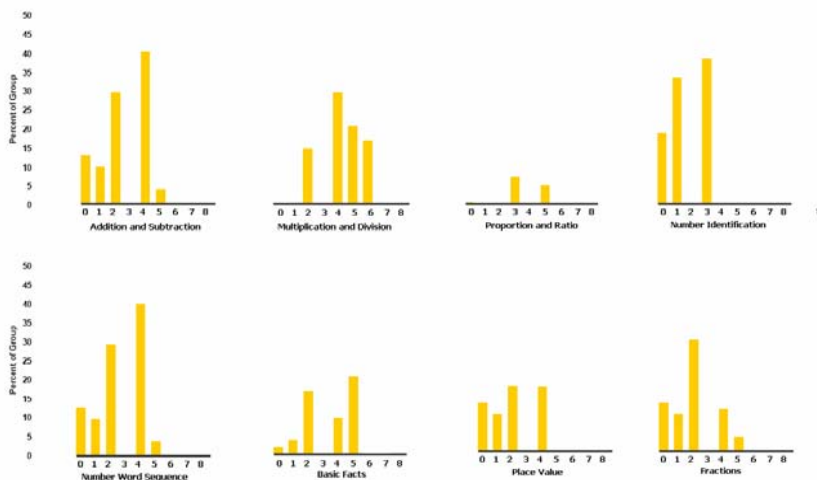


Individual Summary Report: NumPA, and/or combination of  
GloSS/IKAN  
Reported against curriculum expectation



Test Summary Report for NumPA  
Group:

Date Tested: 21 June 2007



Test Summary Report - NumPA  
Group:

Date:

Addition and Subtraction (Click to Return to Graphs)

Stage 0	Stage 1	Stage 2	Stage 3
NIA RODRIGUEZ MALACHI MCCULLOUGH ROGER WESLEY	JESSICA ASINCO MARCOS CARLOS JAVIER JAVIER BRANDON USALDO	KASSEN ADDERLEY KRISTAL AYALA SYLVIA GAGER JOSHUA GALLOWAY MALCOLM HEMMINGWAY ANGEL HILL CHANNA HUNTER RITA HUNTER-SHERNER BASH DECK EUREKA WILSON	GUANIE ALEXANDER KRISTAL AYALA NAVON SIRO SOROKHA ODE WARREN CUPDON ALEXANDER DOMINGUEZ SEAN DUFFY ERIC FLOYD ASHLEY GARCIA KEYVA GEORGE SARRIA HANGANCHE CHANCE HARVEY KIERAN JONES JOSEPH LAUREANO MYA LIGHTY YATIMAYA MANGABA SHANQUA MCCLOUD TERRANCE RUSSELL CORY SAAR COREY SPENCER ARREN WILLIAMS
Stage 4	Stage 5	Stage 6	Stage 7
JAMES COLLINGTON ANNISA JOHNSON JESSE LONGMIRE	DOMINIQUE BARR AMBER JONES DAVID MALDONADO JR TYLER NELSON GRAYE ROLDAN BOBBY WILLIAMS SHAKIRA WRIGHT		NATHAN BRAZD SUSAN GARAMOND TONY MURRAY THELMA KEYWORTH

Test Summary Report: (Like current Curriculum Skyline  
report)

NumPA and/or combination of GloSS and IKAN

# Progress Report for NumPA:

Group:

Period Tested: March - November 2007

## Comparison Information

Ethnicity:

Language:

Location:

No. of Students:

Year:

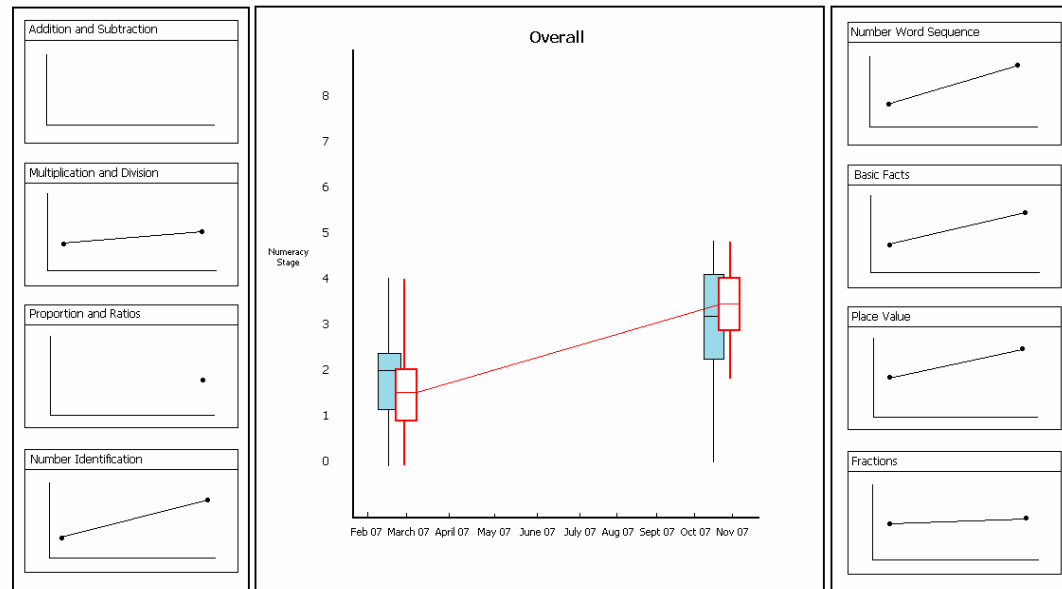
Cluster:

Gender:

N.Z. Performance:

Your Group Performance:

No. of Results:



Progress Report : NumPA , and/or combination of GloSS/IKAN

# What Next Report for Numeracy:

Group:

Period Tested:

	Numeracy								
	Addition and Subtraction	Multiplication and Division	Proportion and Ratio	Number Identification	Forward Number Word Sequence	Backward Number Word Sequence	Basic Facts	Place Value	Fractions
Stage 8 Advanced Proportional Part-Whole	●	●	●	●	●	●	●	●	●
Stage 7 Advanced Multiplicative Part-Whole	●	●	●	●	●	●	●	●	●
Stage 6 Advanced Additive Part-Whole	●	●	●	●	●	●	●	●	●
Stage 5 Early Additive Part-Whole	◻●	●	●	●	●	●	●	●	●
Stage 4 Advanced Counting	●	◻●	●	●	●	●	◻●	●	◻●
Stage 3 Counting from One by Imaging	●	●	●	◻●	◻●	◻●	●	●	●
Stage 2 Counting from One on Materials	●	●	●	●	●	●	●	◻●	●
Stage 1 One to one counting	●	●	◻●	●	●	●	●	●	●
Stage 0 Emergent	●	●	●	●	●	●	●	●	●

Log on to the World Wide Web and go to

<http://asttle.org.nz/whatnext/>

Please select resources in response to the average achievement of your group of students.

## What Next Report: Numeracy Projects

# Observation Survey Summary Report

Name:

Date Tested: 04 October 2007

## Comparison Information

Ethnicity:

Language:

Location:

No. of Students: 1

Year:

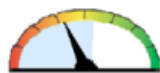
Cluster:

Gender:

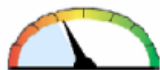
No. of Results: [ n ]

## Running Record Summary

Learning Needs Summary	Type	Book Title	Level (Colour)	Error rate	Accuracy	Self-Correction rate	Meaning (%)	Structure(%)	Visual(%)
<u>Easy</u>	seen	Sally Goes Fishing	Yellow	1:50	98%	1:2	50%	10%	40%
<u>Instructional</u>	seen	Under the Tree	Blue	1:14	93%	1:3	20%	20%	60%
<u>Hard</u>	unseen	Swimming	Green	1:8	87.5%	1:10	-	10%	90%



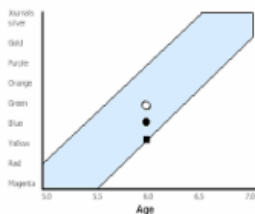
Concepts about Print



Word Reading



Letter Identification

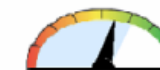


## Teacher's Comments:

The comments that the teacher has entered for the tests within the Observation Survey will appear here.



Hearing And Recording Sounds in Words



Writing Vocabulary



Butt Word Reading Test

## Observation Survey Summary Report

## Comparison Report for Observation Survey

Group:

Tested: 2007

### Interaction Effects

Ethnicity: All

Language: All

Location: All NZ Schools

No. of Students: 52

Year: 1

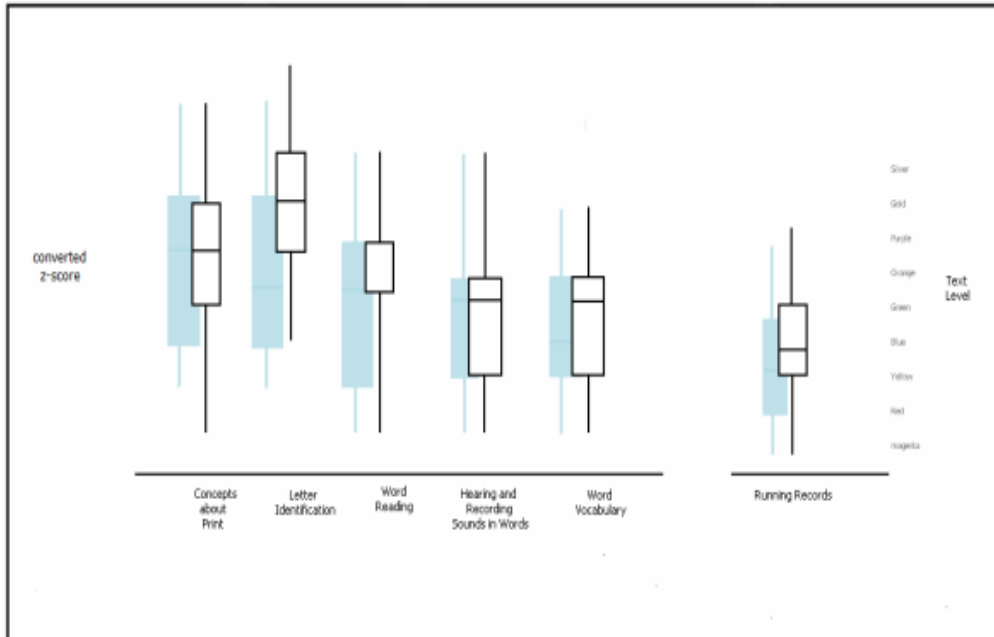
Cluster: All Clusters

Gender: All

2006 Performance: 

Your Group Performance: 

No. of Results: [ n ]



Comparison Report: Observation Survey  
A combination of class/group results over a time frame

## Individual Report: Running Record

Name:

Class:

Gender:

Date of Birth:

Date:

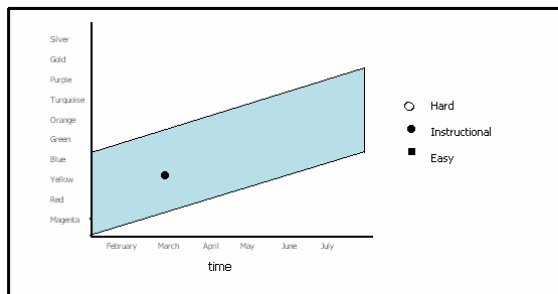
Year level:

Date	Text Level (colour)	Book Title	Type	No. of words	Accuracy	Description	Self-Correction Rate	Meaning(%)	Structure (%)	Visual (%)
04-03-07	Yellow	Going to the Farm	seen	110	93%	Instructional	1:5	10%	30%	60%

[book title] was [a seen / an unseen] text for [student name]. With an accuracy of [ %], this text is [easy/instructional/hard] at [book level].

[student name] read with a self-correction rate of [1:?:]

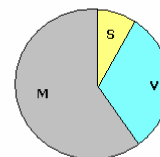
[student name] should be working at [book level] (calculated from book level and easy/hard/instructional)



### Teacher Comments

teacher comments carried over from any free text entry from data entry regarding reading behaviour etc .

### Strategy Analysis

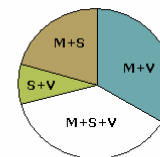


#### Meaning

a descriptor can be added here - and (depending on % outcome) a 'what next' for teachers

#### Structure

a descriptor can be added here - and (depending on % outcome) a 'what next' for teachers



#### Visual

a descriptor can be added here - and (depending on % outcome) a 'what next' for teachers

## Individual Student Report: Running Record

## Individual Progress Report - Running Records

Name:

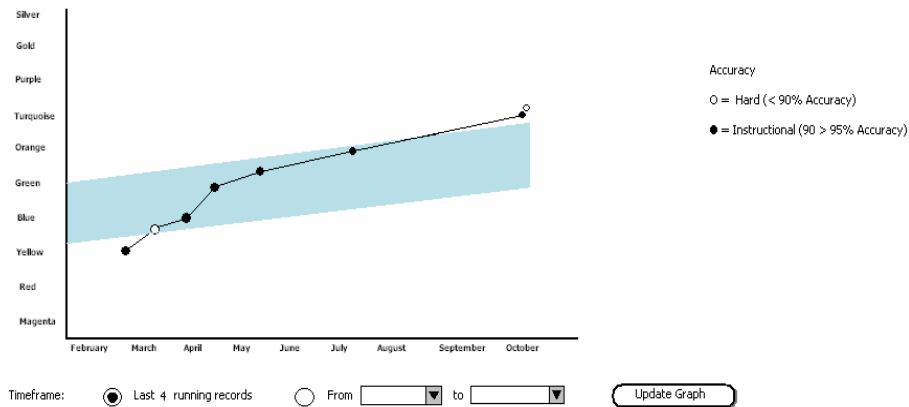
Date:

Class:

Gender:

Date of Birth:

Year level:



click on date to view assessment detail

Date	Text Level (colour)	Book Title	Type	No. of words	Accuracy	Description	Self-Correction Rate
<a href="#">04-03-07</a>	Yellow	Going to the Farm	seen	46	93%	Instructional	1:5
<a href="#">30-03-07</a>	Blue (1)	Off to Market	unseen	57	89%	Hard	1:10
<a href="#">08-04-07</a>	Blue (2)	Whales	seen	68	94%	Instructional	1:5
<a href="#">30-04-07</a>	Green	Return of the Cat	seen	85	93%	Instructional	1:3

## Individual Progress Report: Running Records

# Class Progress Report for Running Records

Group:

Period Tested: Date range

## Interaction Effects

Ethnicity: All

Language: All

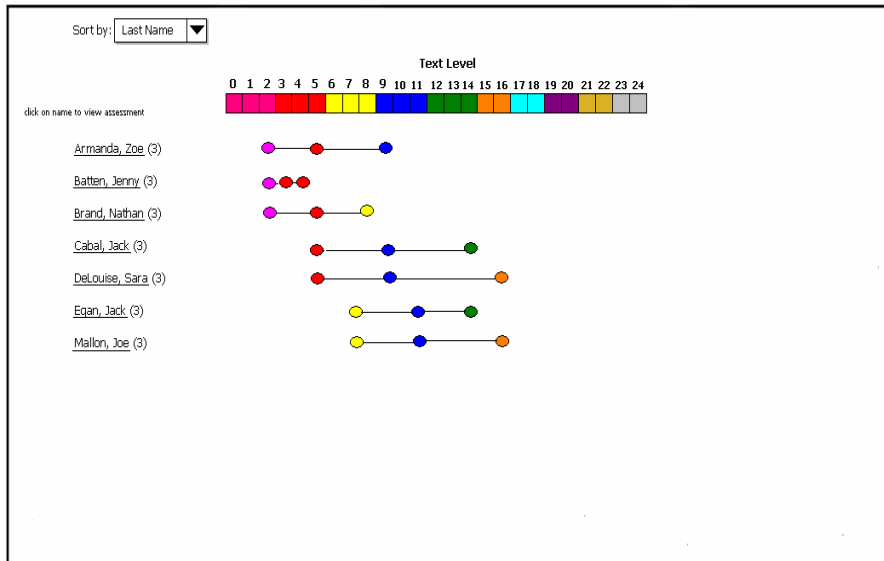
Location: All NZ Schools

No. of Students:

Year:

Cluster: All Clusters

No. of Results: [ n ]



## Class Progress Report: Running Records